

TO MY BELOVED FAMILY...

THE EFFECT OF VOCABULARY NOTEBOOKS ON VOCABULARY
ACQUISITION

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ABSTRACT

THE EFFECT OF VOCABULARY NOTEBOOKS ON VOCABULARY
ACQUISITION

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This study investigated the effectiveness of vocabulary notebooks on vocabulary acquisition, and the attitudes of teachers and learners towards keeping vocabulary notebooks.

The study was conducted with the participation of 60 pre-intermediate level students, divided into one treatment and two control groups, and their teachers at the English Language Preparatory School of Zonguldak Karaelmas University. A four-week vocabulary notebook implementation was carried out according to a schedule and activities adapted and developed by the researcher.

The data was gathered through receptive and productive vocabulary tests, free vocabulary use compositions, group interviews with the students and a one-to-one interview with the teacher of the experimental group. After the administration of receptive and productive vocabulary pre-tests to all of the groups, the learners in the experimental group started to follow the vocabulary notebook schedule incorporated into the regular curriculum, whereas the learners in the control group simply followed

the normal curriculum. Every week all of the participant students wrote free vocabulary use compositions on the topics of the units of the week. At the end of the treatment, the same receptive and productive vocabulary tests were given to the groups again. All of the learners in the experimental group and the participant instructor were interviewed in order to see their attitudes towards using vocabulary notebooks.

The quantitative and qualitative data analyses demonstrated that vocabulary notebooks are beneficial for vocabulary acquisition. Further, both students and their teacher expressed positive attitudes to vocabulary notebooks.

This study implied that vocabulary notebooks could be incorporated into language classes in order for the students to recognize and use the words that are taught to them.

Key Words: Vocabulary notebook, vocabulary learning strategies

ÖZET

KELİME DEFTERLERİNİN KELİME EDİNİMİ ÜZERİNDEKİ ETKİSİ

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Yüksek Lisans, Yabancı Dil Olarak İngilizce Öğretimi Bölümü

Tez Yöneticisi: Yrd. Doç. Dr. JoDee Walters

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Bu çalışmada kelime defterlerinin kelime edinimi üzerindeki etkileri ve öğretmenlerle öğrencilerin kelime defterlerinin kullanımıyla ilgili tutumları araştırılmıştır.

Çalışma Zonguldak Karaelmas Üniversitesi İngilizce Hazırlık Okulunda, bir deney ve iki kontrol grubu olmak üzere 60 alt-orta düzey öğrencinin ve öğretmenlerinin katılımıyla gerçekleştirilmiştir. Çalışma kapsamındaki dört haftalık kelime defteri uygulaması araştırmacı tarafından adapte edilip geliştirilen program ve aktivitelere göre yürütülmüştür.

Veriler, kelime tanımaya ve kullanmaya yönelik testler, serbest kelime kullanmaya yönelik kompozisyonlar, deney grubu öğrencilerinin tamamıyla yapılan grup mülakatları ve deney grubunun öğretmeniyle yapılan birebir mülakat aracılığıyla toplanmıştır. Kelime tanımaya ve kullanmaya yönelik testlerin bütün gruplara uygulanmasından sonra, kontrol grubundaki öğrenciler normal müfredatlarını takip ederken, deney grubundaki öğrenciler her zamanki müfredatlarına dahil edilen kelime

defteri programını takip etmeye başladılar. Her hafta bütün katılımcı öğrenciler haftanın konu başlıklarıyla serbest kelime kullanmaya yönelik kompozisyonlar yazdılar. Uygulama sonunda aynı kelime tanımaya ve kullanmaya yönelik testler gruplara yeniden verildi. Kelime defterlerinin kullanılmasına yönelik tutumlarını öğrenmek için deney grubundaki bütün öğrencilerle ve deney grubunun öğretmeniyle mülakat yapıldı.

Nitel ve nicel veri analizleri kelime defterlerinin kelime edinimi açısından faydalı olduğunu göstermektedir. Buna ek olarak, hem öğrenciler hem öğretmenleri kelime defterlerine karşı olumlu tutum sergilemişlerdir.

Bu çalışma öğrencilerin onlara öğretilen kelimeleri tanımaları ve kullanmaları için kelime defterlerinin dil eğitiminde yaygın olarak kullanılabileceğini göstermiştir.

Anahtar Kelimeler: Kelime defteri, kelime öğrenme stratejileri.

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CHAPTER I: INTRODUCTION

Introduction

“Words are the basic building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed”, Read (2000, p.1) states. Keeping vocabulary notebooks is one of the useful ways to facilitate this significant part of second language learning because vocabulary notebooks encourage learners to integrate the use of vocabulary learning strategies (Fowle, 2002). It is underlined in the article by Gu and Johnson (1996) that incorporating the use of vocabulary learning strategies helps and expedites the vocabulary learning process. In the same vein, multiple exposures to a word are necessary for learning vocabulary (Coady, 1999). This is also made possible by keeping vocabulary notebooks because the vocabulary notebook enables learners to revisit each word and make the vocabulary they meet active, as Lewis (2000) states in his book. In fact, vocabulary notebooks are claimed to be helpful for vocabulary acquisition by many authors (Fowle, 2002; McCarthy, 1990; Nation, 2001; Schmitt, 2000; Schmitt & Schmitt, 1995; Wenden, 1991). The beneficial effects of vocabulary notebooks will be explored in this study at Zonguldak Karaelmas University (ZKU). This study also tries to find out the attitudes of learners and teachers towards vocabulary notebooks in English as a foreign language (EFL) setting in Turkey.

Key Terminology

Vocabulary Notebook: A personal dictionary which involves different kinds of word knowledge for each word, and enables the extensive rehearsal of vocabulary (Schmitt, 1997).

Memory Strategies: Strategies which relate certain knowledge to new information (Schmitt, 1997).

Social Strategies: Strategies that involve handling interactions with other people (Schmitt, 1997).

Cognitive Strategies: Strategies which include structural analysis, organization, and manipulation of information (Maturana, 1974; Schmitt, 1997).

Metacognitive Strategies: Strategies that comprise self-evaluation, self-monitoring, and planning of the learning process (Schmitt, 1997).

Background of the Study

The mind is full of words, and the representation of these words in the mind is known as the mental lexicon (Katamba, 1994). It is stated by Katamba that people store thousands of vocabulary words with their meanings, pronunciation, and grammatical and morphological properties in this highly structured storage system. Before studying vocabulary acquisition in L2, it is necessary to consider this system because answers to questions such as how people store words in the mind and how they manage to recall them correctly lie in studying the mental lexicon. The process of learning vocabulary may result in receptive or productive knowledge (Nation, 2001). Productive knowledge typically comes after receptive knowledge; however, this might not be true for every word. Frequent exposure to the word enables the learner to express it through speaking or writing, while less exposure makes the word knowledge limited to only perceiving its form and meaning while listening or reading.

Whether receptively or productively, there are numerous words and phrases to be learned, but Coady (1997) states that “the only real issue is the best manner in which to acquire them” (p. 287). For instance, the effect of extensive reading (Laufer,

2003), and the effect of dictionary use (Knight, 1994) on vocabulary acquisition have been investigated. Moreover, many approaches such as explicit teaching of words (Nation, 1990), strategy training (Oxford & Scarcella, 1994; Sanaoui, 1995) and classroom vocabulary activities (Morgan, 1989) have been addressed.

Vocabulary learning strategies are also an important part of learning lexis. Learning strategies are the alternatives that the learner chooses while learning and using the second language, and as vocabulary learning strategies are directly related to input and storage of the lexis, many studies have been conducted on vocabulary learning strategies (Gu & Johnson, 1996; Kojic-Sabo & Lightbown, 1999; Walters, 2006). It is stated by Schmitt (1997) that there are four major vocabulary learning strategy categories: memory strategies, which use the relationship between the new input and existing knowledge, social strategies, which use the relationship with other people to improve learning, metacognitive strategies, which include learners' decisions about the best ways for themselves to study (Schmitt, 1997), and cognitive strategies, which involve using the information in the target language (Schmitt, 1997).

Every major learning strategy category includes many more specific strategies (Schmitt, 1997). These strategies may be used to discover new vocabulary, such as using monolingual or bilingual dictionaries and asking teachers for a paraphrase, or to consolidate it, such as studying words with a pictorial representation of its meaning, or written and verbal repetition.

In vocabulary acquisition, successful learners are those who can choose the most suitable strategy and know when to change the strategy and use another one (Nation, 2001). In addition, it is emphasized in Gu and Johnson's (1996) study that most successful vocabulary learners use a large variety of vocabulary learning

strategies. Accordingly, Fowle (2002) claims that vocabulary notebooks enable the learner to use the vast majority of vocabulary learning strategies. Some of these strategies which can be applied into the vocabulary notebooks are using bilingual and monolingual dictionaries, asking the teacher for an L1 translation and L2 synonyms, finding the suitable meaning using the context, grouping words together to study them, and using words in sentences.

Besides encouraging the use of a variety of vocabulary learning strategies, vocabulary notebooks are beneficial for teachers as they can check their students' progress with the help of these tools (Nation, 1990). Moreover, keeping vocabulary notebooks has a positive impact on encouraging learners to be responsible for their own learning (Fowle, 2002; Lewis, 2000; Nation, 2001; Schmitt, 2000). Furthermore, in classroom activities students are exposed to many kinds of word knowledge such as the written form, the spoken form, grammatical behavior, collocational behavior, frequency, stylistic register, conceptual meaning, and associations of a word (Schmitt, 1998), which can then be recorded in their notebooks.

There are few vocabulary notebook studies which focus on the effects of the implementation of vocabulary notebooks on lexical competence and the learners' autonomous modes of learning. Schmitt and Schmitt (1995) emphasize the effectiveness of the use of vocabulary notebooks in learning vocabulary in their article by presenting how to design a good vocabulary notebook. Fowle (2002) also investigates how the implementation of vocabulary notebooks affects vocabulary acquisition in a non-empirical study, and presents the attitudes of learners and teachers towards the use of vocabulary notebooks.

Statement of the Problem

Vocabulary learning is a difficult process because it is impossible to attain mastery of all word knowledge (Nation, 2001). In this problematic part of language learning, the use of vocabulary notebooks has been widely advocated as it enables recycling and multiple manipulations of each vocabulary word for the learners (Lewis, 2000; McCarthy, 1990; Nation, 2001; Schmitt, 1997; Schmitt, 2000; Wenden, 1991). There has been only one research study (Fowle, 2002) that focuses on the attitudes of teachers and students towards vocabulary notebooks. However, to my knowledge, there has been no empirical study on the effectiveness of vocabulary notebooks on vocabulary acquisition conducted so far. The present study may be beneficial by filling a genuine gap in the literature related to vocabulary notebook implementation in EFL settings.

The preparatory school of English at ZKU gives importance to improving students' vocabulary, as the grammar-based main course book and the skill books are filled with new lexis that the students must acquire. During the terms, the students must take pop quizzes, midterms, and a final exam; 20% of all these exams test vocabulary. Yet, when the results are taken into consideration, the students achieve scores of only 20-30% on the vocabulary items. Moreover, as they find vocabulary difficult, many students even skip these parts. The reason for this situation could be that the students are not exposed to words in different contexts and at various times, because of the limited time frame of the classes. In other words, there is no structured way of presenting vocabulary that reintroduces words repeatedly in classroom activities (Schmitt, 2000). I would like to know whether having students keep vocabulary notebooks and integrating their use into classroom activities will change

the success rate in the vocabulary parts of the exams, and I would also like to investigate the students' and the teachers' beliefs about vocabulary notebooks.

Research Questions

This study will address the following research questions:

1. How does the use of vocabulary notebooks affect students' (receptive, controlled productive, and free productive) vocabulary acquisition?
2. What are students' and teachers' attitudes towards the use of vocabulary notebooks?

Significance of the Study

There is limited research in the field of foreign language teaching on the effects of keeping vocabulary notebooks on vocabulary acquisition and on attitudes of teachers and students towards the use of vocabulary notebooks. Thus, this study may contribute to the literature by further examining teacher and student attitudes towards using vocabulary notebooks and by exploring the effects of keeping vocabulary notebooks on the students' vocabulary acquisition.

At the local level, this study will be the first on vocabulary notebook implementation in the Preparatory School of English at ZKU. It attempts to provide empirical support for the idea that having students keep vocabulary notebooks could result in students' improvement in vocabulary acquisition. This study may serve as a pilot study of the use of vocabulary notebooks, and if it is found to be effective, this may result in implementation of vocabulary notebooks in the following years. Moreover, this study may also lead to further studies in introducing alternative ways to improve vocabulary notebook designs.

Conclusion

In this chapter, a brief summary of the issues concerning the background of the study, the statement of the problem, the significance of the problem and research questions have been discussed. The next chapter reviews the relevant literature on the mental lexicon, teaching and learning vocabulary, and learning strategies. The third chapter deals with the methodology, and presents the participants, the instruments, and the data collection procedure. The fourth chapter presents the analysis of the receptive and controlled productive vocabulary tests, free vocabulary use compositions and the oral interviews. The last chapter is the conclusion chapter, in which the findings, pedagogical implications, limitations of the study and suggestions for further research are discussed.

CHAPTER II: REVIEW OF LITERATURE

Introduction

This research study seeks to investigate the effects of vocabulary notebooks on receptive and productive vocabulary acquisition. It also explores the attitudes of teachers and students towards vocabulary notebooks. This chapter reviews the literature on the mental lexicon, teaching and learning vocabulary, and learning strategies. Additionally, it presents the literature on vocabulary notebooks, including designs, integrated strategies, their use in the classroom, benefits, and attitudes of teachers and learners.

Mental Lexicon

Description

The nature of the mental lexicon is complex and systematic (Elman, 2004; Gaskell & Dumey, 2003; Katamba, 1994). Elman (2004) states that the mental lexicon is a kind of dictionary, and a lexical entry is a list of information (p. 301). This list of information might include the following:

1. Spoken form of the word
2. Written form of the word
3. Grammatical behavior of the word
4. Collocational behavior of the word
5. Frequency of the word
6. Stylistic register of the word
7. Conceptual meaning of the word
8. Associations the word has with other related words (Nation, 1990, p. 31).

Additionally, Elman alleges that there are categories in the mind. The semantic, syntactic or grammatical categories in the mental lexicon are created as a result of

learning the words. After acquisition of a word, the word takes its place in the categories.

In considering the storage of lexis and word knowledge, the question of how all this information is retrieved is aroused, and Katamba (1994) claims that retrieval is not a clear-cut process. During the process of retrieving words from the mental lexicon, Aitchison (1987) suggests that a person might first check the commonly used words which may be stored twice, “once in an easily available store and once in their proper place” (p. 206). In the retrieval process, many vocabulary words are activated, yet not all of them are considered actively (Katamba, 1994, p. 258). In the process of language comprehension or production, all of the related words that are activated should be narrowed down in order to convey or understand the target meaning (Aitchison, 1987).

“Particular sounds can enable a speaker to activate meanings, just as meanings can activate sounds” (Katamba, 1994, p. 206). Accordingly, this reflects the distinction between production and recognition of a word. When producing a word, people have a meaning in mind before connecting it with a sound, whereas when recognizing a word, first they must retrieve the word based on its sound, and then connect the sound with a meaning (Katamba, 1994). There is little known about the distinction in the mental lexicon between receptive and productive vocabulary, but this distinction can be observed in the way words are learned. The next sections will consider this distinction.

Receptive and Productive Vocabulary

We know different things about different words. One may know the form of a vocabulary word but not its meaning, or come up with a meaning but not its form (Hulstijn, 1997). While only comprehension of words is enough for reading and listening, production of vocabulary is necessary for speaking and writing. In the mental

lexicon, words are at different stages of knowledge, one of which is receptive (also referred to as passive) and the other is productive (also referred to as active). If the word is at the receptive phase, the word is recognized when it is heard or seen, but if the word is at the productive phase, it can be used in speech or writing (Read, 2000).

Nation (1990) remarks that knowing a word productively is more difficult than knowing it receptively. It is also advocated by Laufer (1998) that learners' passive vocabulary expands to a higher degree when compared to productive vocabulary, and as receptive vocabulary develops, less common words are learnt. In her study, she investigates advancement in three types of vocabulary, passive, controlled active, free active, over one year of school education. The results indicate that passive vocabulary size grows faster than controlled and free active vocabulary. Therefore, in addition to helping students to recognize vocabulary, teachers should employ activities that foster students' productive vocabulary. Learners should be given the opportunity to use the words in order for their productive vocabulary to develop.

Vocabulary Acquisition

Gaskell and Dumey (2003) claim that incorporating a new word into the mental lexicon is a protracted process, and many authors claim that words are learnt incrementally (Nation, 1990; Schmitt, 1997; Schmitt, 1998). Furthermore, known lexis affects the recognition of new words in the mental lexicon. Acquiring a novel lexical item may slow down the retrieval of an already known vocabulary word with a similar form because there is a lexical competition in the mental lexicon (Gaskell & Dumey, 2003). Dahan, Magnuson and Tanenhaus (2001) allege that two days after it is acquired a new word also becomes a part of lexical competition.

Initially, form and meaning of a vocabulary word are retrieved, and then it is stated through speaking or writing. Therefore, vocabulary acquisition may move from receptive to productive (McCarthy, 1990). However, Schmitt (1998) notes that “the movement of vocabulary from receptive to productive mastery is still something of a mystery; researchers are not sure whether receptive and productive knowledge forms a continuum” (p. 287). Each type of word knowledge could be at different stages. For instance, one may only know the spelling of a word productively, yet its meaning might be known receptively (Schmitt, 1998). Acquiring all of the eight word knowledge types of an individual vocabulary word (see page 8) both receptively and productively indicates its full acquisition (Nation, 1990).

The importance of negotiation for both receptive and productive vocabulary acquisition is focused on by many researchers, such as De la Fuente (2002), Ellis and Yamakazi (1994), and Ellis and He (1999). De la Fuente states in her article that learners process new words deeply, not only for comprehension but also for production, through negotiated interaction (2002, p. 94). During this negotiation, when teachers have students produce words, they may attain more productive vocabulary. However, De la Fuente’s findings show that production of words during negotiation has no effect on receptive vocabulary acquisition. Ellis and Yamakazi (1994) agree that productive vocabulary may benefit from negotiation, “provided that the students have the opportunity to use items they have begun to acquire and to receive feedback from other speakers” (p. 483). Furthermore, in another study, Ellis and He (1999) found that tasks which encourage interaction and enable students to be responsible for their own production and to use lexical items are of great benefit to not only learners’ understanding but also their production of the vocabulary words. In other words,

productive vocabulary and receptive vocabulary are fostered by having students produce new words, because only hearing words does not help them acquire new lexis. The reason for the clearly different findings of Ellis and He (1999) and De la Fuente (2002), in terms of the effect of negotiation on receptive vocabulary, could be the amount of time given for the tasks. In Ellis and He's study a total of 45 minutes were given to the participants to complete the task, whereas in De la Fuente's study participants had one minute per word in the task. Therefore, the time given for the task may not be enough in the latter study to show a significant effect of production on receptive vocabulary.

In order to activate a vocabulary word, Laufer (1998) emphasizes the use of words, and she implies that teachers should encourage students to use the words; otherwise these words may only remain in passive vocabulary (p. 267). She further states that teachers should develop tasks that elude newly taught words which can help learners to employ the words productively. Moreover, Carter (1987) focuses on the lack of exercises in classes that further productive use. He also implies that in order to foster this, rather than having students look up words in a dictionary, vocabulary should be presented in meaningful contexts.

Teaching and Learning Vocabulary

Incidental Learning vs. Direct Instruction

Incidental learning means learning from experiences which are not intended to promote learning; learning is not designed or planned, and learners might not be aware that learning is occurring (Sleight, 1994), whereas the learner is aware of the learning that takes place through systematic and explicit approaches in direct instruction (Nation, 2001). Incidental vocabulary learning includes learning from context,

extensive reading, listening to television or the radio, whereas, in direct instruction, vocabulary words are presented with their definitions, translations or in isolated sentences (Nation, 1990).

Many authors believe that new vocabulary should be presented in a meaningful context (Hulstijn, 1997) and with repeated exposures in many different contexts (Coady, 1997). Krashen (1989) also claims that words are best acquired while receiving comprehensible input. Acquisition while reading and growth of vocabulary knowledge through extensive reading is widely suggested. For instance, as a result of her study, Laufer (2003) claims that more words are learned by reading than through direct instruction. Grabe and Stoller (1997) also reveal a similar finding. Through extensive reading, participants' vocabulary, reading and listening comprehension is improved. Day, Omura, and Hiramatsu (1991) conducted a study with two groups in which the group that read a story before taking a vocabulary test obtained higher scores than the group which took the test without reading the story. Pigada and Schmitt (2006) draw the conclusion in their study that extensive reading increases students' vocabulary, at least in terms of spelling, meaning and grammatical knowledge of the target words. According to Dollerup, Glahn, and Hansen (1989), reading provides learners with strategies for understanding the words that they do not know and guessing the meaning, in addition to enabling them to learn many different aspects of word knowledge and exposing them to different aspects of language. Therefore, through reading, learners not only gain much vocabulary knowledge but also acquire the ability to infer the meaning of unknown words from context.

According to Huckin and Coady (1999), "incidental learning is not fully incidental, as the learner must pay at least some attention to individual words" (p. 190).

Similarly, Schmidt (1994) states that close attention should be paid in order to learn vocabulary, and Zimmerman (1997) alleges that rather than incidental learning of vocabulary from any kind of reading text, explicit teaching of lexis results in better retention. In a study in a university setting, Paribakht and Wesche (1997) found that students who did vocabulary exercises consisting of the target words from the reading texts which they read before the exercises attained more success in vocabulary learning than the students who read additional texts presenting the target words in contexts rather than doing the vocabulary exercises after reading the main texts. The researchers suggest that direct instruction is preferable if the learning should take place in a short time frame. Direct instruction of vocabulary could also be improved with the focus on the forms of the words. In her study, De la Fuente (2006) investigates the effects of lesson types on vocabulary acquisition, and it is indicated that the task based lesson with an explicit focus on the form of the words is the most effective for vocabulary acquisition.

Despite the clear distinction between direct instruction and incidental vocabulary learning stated by some researchers, Schmitt (2000) states that “both explicit and incidental learning are necessary and should be seen as complementary” (p. 121). Nation (1990) suggests that a substantial number of high frequency words be learned by direct instruction as they are significant for using the language for communication. On the other hand, it is alleged by many authors that uncommon words are only acquired incidentally, by reading, because their low frequency makes direct instruction not worthwhile. Furthermore, written contexts are the only places in which these low frequency words exist (Coady, 1997; Schmitt, 2000).

In a different vein, Hunt and Beglar (2005) and Ellis (2002) suggest that explicit teaching may be combined with encouraging explicit learning strategies. Sökmen (1997) also agrees that explicit learning strategies enable learners to be independent of teachers, become responsible for their own learning and develop into autonomous vocabulary learners. Moreover, she states that using a dictionary is one of the effective independent vocabulary learning strategies. “Dictionary work” may include repeating a word orally, paraphrasing its definition or creating a card for the word that has word knowledge on it (p. 245). In addition to using a dictionary, learners may be encouraged to use guessing meaning from textual context in order to enhance incidental vocabulary learning. These two apparently contradictory vocabulary learning strategies not only make learners autonomous but also enhance their incidental vocabulary learning. Another strategy that fosters independent learning is keeping vocabulary notebooks. Learners record words in their notebooks, add information belonging to the words, and go through these lexical notebooks systematically and regularly (Sökmen, 1997).

Students’ Point of View – Learning Vocabulary

“There is not an overall theory of how vocabulary is acquired” (Schmitt, 1995, p. 5). Therefore, ideas about learning vocabulary differ in many aspects. However, it is widely agreed that learners must be actively involved in the learning process so that they can acquire lexis in a better way (Kojic-Sabo & Lightbown, 1999; Nation, 1990; Schmitt, 2000). In addition, in this process, students can not be left alone; they must be encouraged and helped by teachers whenever they need (Coady, 1997).

Using dictionaries is suggested as a tool of increasing vocabulary acquisition, even though some teachers reject applying to a dictionary as an initial source when

students encounter an unknown word (Knight, 1994). In a dictionary, learners can not only be exposed to the explicit definition of the word but also to the context. For this reason, Grabe and Stoller (1997) draw the conclusion in their study that using bilingual dictionaries is beneficial both for students' vocabulary learning and also for their reading development.

Lexical items which are not explicitly focused on in the classroom could be learned from reading, with multiple exposures to the words (Schmitt, 2000). Apart from bilingual dictionaries, reading texts, passages, and compositions are also effective in learning vocabulary. According to Nation (2001), both teachers and students should work on guessing strategies as vocabulary is mostly attained by reading, from context.

Additionally, guessing strategies could doubly benefit the students as long as the text is culturally familiar to them. Learners could learn vocabulary words more easily when the scene of the passage is close to their culture. Cultural familiarity is focused on in the study by Pulido (2004), and it is found that learners remember words better after reading when the reading is about a culturally familiar scenario.

In a different vein, many authors such as Nation (2001), Schmitt (2000) and Ellis (2002) are supportive of repetition in vocabulary acquisition. Ellis states that "each repetition increases the strength of connections" (p. 147). Written or oral repetition can be done explicitly with the help of the activities by the teacher in the class, or the students could repeat the words on their own. Another explicit learning technique, which is the keyword method, is supported by Hulstijn (1997). In this method, learners combine phonological form and meaning in a mental image (p. 204).

Teachers' Point of View - Teaching vocabulary

Teachers have a major effect on learning vocabulary (Nation & Newton, 1997).

A basic reason for teaching vocabulary is communication, because in order to participate in a classroom activity, students should be provided with vocabulary. Teachers might activate learning with communicative vocabulary activities, word games, or activities that focus on fluency or accuracy (Nation & Newton, 1997). They must use activities that employ interaction to help students negotiate novel lexical items (Ellis & He, 1999).

Another way to expand students' vocabulary size is by encouraging intensive or extensive reading to increase learners' exposure to the words (Schmitt, 2000). Coady (1997) also agrees with the positive impact of extensive reading in vocabulary development stating that "... the vast majority of vocabulary words are learned gradually through repeated exposures in various discourse contexts" (p. 225). Watanabe (1997) investigates the effects of tasks on incidental lexical learning through intensive reading. Translation tasks are found to have no effect on vocabulary acquisition. Therefore, rather than translation tasks, as a part of intensive reading, teachers could present tasks which focus on collocational or grammatical knowledge of the vocabulary in a reading text. Additionally, students can be provided with written lexical activities after a reading task so as to improve vocabulary retention (Zimmerman, 1997).

On the other hand, Nation (2001) is in favor of direct instruction of the high frequency words. Teachers are to explain the meanings, pronunciation and spelling of the words explicitly; they can show the words in example sentences which are in

different contexts. Then, students could do some exercises on the words, and while doing the exercises they should use their dictionaries.

Read (2000) also supports explicit teaching, yet he, additionally, emphasizes the importance of structured learning. He claims that vocabulary develops as long as words are learned methodically, in an organized procedure. Teachers might have their students write vocabulary words on index cards with different types of word knowledge such as antonyms and synonyms, and use these cards regularly in classroom activities (Kramsch, 1979).

Additionally, teachers can teach vocabulary learning strategies in order for their students to take control of their own learning. Tezgiden (2006) conducted a study that investigated the effects of strategy instruction on strategy use, and she found that strategy training is effective in the strategy use of the students. There are too many low frequency words for teachers to teach in class (Nation, 2001). Therefore, students should know how to use strategies in order to deal with these uncommon words, and keep on learning vocabulary outside the class.

Learning Strategies

Learning strategies are “the processes by which information is obtained, stored, retrieved, and used” (Rubin, 1987, cited in Schmitt, 1997, p. 203). This process is closely related to the learning styles (Jones, 1998), motivation (Gu & Johnson, 1996) and culture of learners (Zhenhui, 2006). In other words, learners that differ in learning styles, motivated and demotivated students, and students with different backgrounds and cultures also have different learning strategies. Therefore, teachers should not impose their teaching methods in the classrooms; they should provide learners with the opportunity to select their own learning strategies (Zhenhui, 2006). In addition,

students may be allowed to reflect on their learning strategies because it is a significant part of learning. They are aware of their own learning through this reflection, and become more independent learners (Mercer, 2006).

Oxford (1990) divides strategies into two major classes: direct and indirect. Direct strategies "involve direct learning and use of [...] a new language" (p. 11-12). They are subdivided into three categories: memory strategies, cognitive strategies and compensation strategies. Memory strategies, such as using imagery or organizing information for efficient use, help learners to relate new information with existing knowledge (Schmitt, 1997). Cognitive strategies, such as rehearsing target information, "are used for forming and revising internal mental models and receiving and producing messages in the target language" (Oxford, 1990, p. 71). Compensation strategies, such as guessing when meaning is unknown or inferring information from explanatory statements and hints, aid learners in attaining the target information despite inadequate knowledge of language (Oxford, 1990).

Indirect strategies "contribute indirectly but powerfully to learning" (Oxford, 1990, p. 11-12) and they are also subdivided into three groups: metacognitive strategies, affective strategies and social strategies. Metacognitive strategies, such as planning and evaluating one's own learning, help learners to become responsible for their own language learning (Hunt & Beglar, 2005, p. 29). Affective strategies, such as encouraging oneself when dealing with a language task, enable learners to have positive feelings towards language (Jones, 1998). Social strategies, such as asking somebody help for understanding information, involve cooperation and interaction (Oxford, 1990).

Vocabulary Learning Strategies

Chamot (1987, cited in Schmitt, 1997) ascertained that high school ESL learners use more strategies for vocabulary learning than any other language learning area, such as speaking or listening. According to Catalan (2003), vocabulary learning strategies are the steps employed by the learner “a) to find out the meaning of unknown words, b) to retain them in long term memory, c) to recall them at will, d) to use them in oral and written mode” (p. 56).

In the case of vocabulary, Schmitt (1997) finds Oxford’s categorization of learning strategies (1990) insufficient, so he has created a new taxonomy for vocabulary learning strategies. He divides vocabulary learning strategies into two major classes: discovery and consolidation strategies. Discovery strategies are used to get information about a word when one encounters it for the first time. They are subdivided into two groups: determination and social strategies. Determination strategies involve learners’ using existing language knowledge or applying to reference books in order to attain the meaning of the target word. For instance, guessing from textual context, and using bilingual and monolingual dictionaries are determination strategies. When the learner recourses to someone else’s help the learner is using social strategies, such as asking the teacher for a sentence including the new word, or asking classmates for the meaning (p. 207).

Consolidation strategies are strategies that learners use to remember the word when it is introduced to them (Schmitt, 1997). These strategies are subdivided into four classes: social, memory, cognitive and metacognitive. Social strategies also take place in consolidation strategies because learners can ask someone for help, both for discovering and remembering the meaning of the target word. Memory strategies, as it

is stated above, help learners to put the new word into long term memory by associating it with existing knowledge. Cognitive strategies involve analyzing and transforming the vocabulary words (Hismanoglu, 2006). Metacognitive strategies are used to regulate one's own vocabulary learning (Hunt & Beglar, 2005). Therefore, in order to remember a vocabulary word, learners may practice the meaning in a group through social strategies, use the word in sentences through memory strategies, repeat it verbally through cognitive strategies, and test themselves on the word through metacognitive strategies.

Studies on Vocabulary Learning Strategies

Many studies on vocabulary learning strategies have been conducted to investigate the best and the most popular method for learning vocabulary and to discover how words are acquired (Catalan, 2003; Gu & Johnson, 1996; Hunt & Beglar, 2005; Lawson & Hogben, 1996; Schmitt, 1997; Walters, 2006).

Schmitt (1997) found that using bilingual dictionaries is the most commonly used approach; in the same study taking notes in the classroom and repetition were revealed to be the most helpful strategies in vocabulary learning. Although using dictionaries is found to be the most popular vocabulary learning strategy, Hunt and Beglar (2005) suggest using bilingualized dictionaries which include L2 definitions, L2 sentence examples, and L1 translations rather than bilingual or monolingual dictionaries.

One of the social strategies, studying in a group or pair, was shown to be effective in a study carried out by Jones, Levin, Levin, and Beitzel (2000). The benefits of pair learning were revealed after participants were assigned to three learning and testing formats: individual learning and individual testing, pair learning and with

individual testing, and pair learning with pair testing (p. 257). The study supported pair-learning. When students work together their performance is better in group and individual testing.

Gu and Johnson (1996) found that learners believe that vocabulary should be studied rather than memorized, and some of the most commonly used vocabulary learning strategies were dictionary strategies, guessing strategies and note-taking strategies. Memorization strategies may be effective only if they are used with other vocabulary learning strategies. Lawson and Hogben (1996) also underscore that using a wide range of vocabulary learning strategies leads to acquisition of more words. The findings of their study revealed that repetition of words and their meanings is preferred by most of the students, and simple rehearsal strategies were found to be effective in vocabulary learning. Additionally, as a repetition tool, vocabulary cards are determined to make learners more independent (Hunt & Beglar, 2005). Schmitt also reports that students appear to prefer memorization strategies, stating that “more mechanical strategies are more favored than complex ones” (1997, p. 201).

Hunt and Beglar claim that inferring meaning from context is an important vocabulary learning strategy as learners become aware of many types of word knowledge while using this strategy. Walters (2006) also investigates methods of teaching inferring meaning from context and it is revealed that when the learners are instructed in the strategy, their ability to infer meaning from context may improve, and that will be helpful for the learner both for vocabulary acquisition and reading comprehension.

All these vocabulary learning strategies are not chosen by learners randomly. Vocabulary learning strategy use is affected by a variety of factors. For instance,

proficiency level is positively correlated with vocabulary size and vocabulary learning strategies such as inferring meaning from context (Gu & Johnson, 1996; Walters, 2006) and using dictionaries (Gu & Johnson, 1996). However, it is underscored by Gu and Johnson that there is a negative correlation between overuse of visual repetition and vocabulary size and proficiency level. It is again language proficiency level that makes a vocabulary learning strategy efficient for a learner. For example, while using word lists are efficient for beginners, contextualized words are efficient for advanced learners (Cohen & Aphek, 1980, cited in Schmitt, 1997). Another factor that affects choice and use of vocabulary learning strategies is gender. Catalan (2003) studied male and female differences in vocabulary learning strategies, and found that both genders use bilingual dictionaries, inferring meaning from context, and asking peers and teacher. In addition to these discovery strategies, both males and females take notes in the class, repeat words orally, and use English media as consolidating strategies. However, the researcher agrees with Oxford and Ehrman (1987, cited in O'Malley & Chamot, 1990) in that female learners use a wider range of learning strategies with higher frequency when compared to male learners.

Multiple Strategy Use

Using many different vocabulary learning strategies leads learners to success because this variety of use involves learners in a number of ways as they practice vocabulary, which results in deeper processing. Sökmen (1997) agrees with Schmitt (2000), Nation (2001), and Grabe and Stoller (1997) in that several vocabulary learning strategies should be employed in vocabulary learning, and she proposes a mixed approach. She divides instructional ideas into six categories, each of which encourages different strategy use: “dictionary work, word unit analysis, mnemonic

devices, semantic elaboration, collocations and lexical phrases, and oral production” (p. 245). Similarly, Schmitt (2000) claims that “good learners do things such as use a variety of strategies, structure their vocabulary learning, review and practice target words [...]” (p. 133). In Gu and Johnson’s (1996) study, it is also stated that those who employ a large number of vocabulary learning strategies are the most successful learners. In the same vein, Lawson and Hogben (1996) allege that while good vocabulary learners use many different strategies, poor learners do not.

It can be inferred that many authors are supportive of expanding strategy use while learning vocabulary (Nation, 1990; Prince, 1995; Sanaoui, 1995). Therefore, only repeating the meaning of the word should not be left in isolation, learners should use supplementary learning strategies for better retention and depth of processing. The more learners enrich their learning with learning strategies, the more success they attain in learning vocabulary. For instance, when learners encounter a novel vocabulary word, first they may consult a dictionary, and then record it on a word card or in a notebook. Afterwards, they might use it productively, and while recording it, they may write new sentences with the word, and reread the text (Hunt & Beglar, 2005). Using these kinds of multiple learning strategies and working on an individual vocabulary word in many different ways may lead learners to higher vocabulary acquisition.

Vocabulary Notebook

A vocabulary notebook is a kind of personal dictionary that learners create. They record words that they encounter along with many aspects of word knowledge (Schmitt & Schmitt, 1995). Lewis (2000) states that “the notebook is not just a

decoding tool, but a resource which individuals can use as an encoding instrument to guide their own production of language” (p. 43).

Students may look up a word in a dictionary, but later might not remember it (Knight, 1994). A vocabulary notebook is different from a dictionary in that learners do not just record and leave the lexical items which are entered in the notebooks. The recorded vocabulary words are “revisited” (Lewis, 2000, p. 43) many times. Schmitt and Schmitt claim in their article that students should “do something with the words” and the new words should be “recycled” (1995, p. 139). Every time learners refer to their vocabulary notebooks, and every time they manipulate the word, retention increases.

Besides recycling vocabulary, expanding rehearsal is another effective strategy that could be done while keeping vocabulary notebooks (Schmitt & Schmitt, 1995). For instance, students may revise the new lexical item by adding some other word knowledge the next day they encounter the word. Then, this revision could be done two days later, and the delay may be extended to many more days (O’Dell, 1997). As the students learn the target word they may not even practice it anymore, and they might also move it from the notebook.

Vocabulary notebooks are found to be effective by authors such as Schmitt and Schmitt (1995), Nation (1990), and Lewis (2000) because they all advocate studying vocabulary in an organized, systematic procedure. As a result of his study, Sanaoui (1995) proposes two groups of learners, structured and unstructured. Structured learners study vocabulary in an organized way, and they record new words that they encounter in notebooks and lists, whereas unstructured learners never review words that they record in the lists and notebooks, and they do not regularly study vocabulary.

It is indicated by the author that structured learners are more successful at learning vocabulary.

Design of the vocabulary notebook

Schmitt and Schmitt highlighted how to design an effective vocabulary notebook (1995). The authors outline eleven principles which should be taken into consideration in designing the vocabulary notebook:

1. The best way to remember new words is to incorporate them into language that is already known.
2. Organized material is easier to learn.
3. Words that are very similar should not be taught at the same time.
4. Word pairs can be used to learn a great number of words in a short time.
5. Knowing a word entails more than just knowing its meaning.
6. The deeper the mental processing used when learning a word, the more likely that a student will remember it.
7. The act of recalling a word makes it more likely that a learner will be able to recall it again later.
8. Learners must pay close attention in order to learn most efficiently.
9. Words need to be recycled to be learnt.
10. An efficient recycling method: the expanding rehearsal.
11. Learners are individuals and have different learning styles. (p. 133-137)

Each of the principles might in some way affect the design of lexical notebook.

For example, while entering the new word, learners may incorporate already known words with the novel lexical items in order to recall them easily (Schmitt & Schmitt, 1995). Additionally, organization is of importance. Ledbury (2006) suggests that learners do what they think is best for them, organizing notebooks either in alphabetical order or in the order that they encounter them. Moreover, teachers must also take these eleven principles into account in order to know how best to apply lexical notebooks in lessons and classroom activities (Ledbury, 2006).

Strategies in the vocabulary notebook

Fowle (2002) alleges that learners use many vocabulary learning strategies while they are recording words in their vocabulary notebooks. First of all, learners use

multiple determination strategies (see page 20) to discover meaning and other aspects of unknown words such as using monolingual or bilingual dictionaries, and guessing from textual context. Additionally, teachers' or classmates' help is sometimes needed in discovery of the word knowledge, which supports the use of social strategies while keeping lexical notebooks.

Fowle (2002) states that many consolidation strategies (see page 20) which help learners to remember words and word knowledge that are discovered could also be integrated into the vocabulary notebook implementation program. For example, at the end of each week, teachers' collecting and checking students' notebooks for accuracy of the information that is entered is one of the social strategies for consolidation of the words. In addition to social strategies, connecting the word to its synonyms and antonyms or grouping the words are examples of the memory strategies utilized while keeping notebooks. Written repetition and note taking are the cognitive strategies which were found to be the most used and helpful vocabulary learning strategies (Schmitt, 1997), and they are also built into vocabulary notebooks. Lastly, continuing to study a word over time is one of the metacognitive strategies that strengthen storage of the word. As Lawson and Hogben (1996) suggest, learners use many different vocabulary learning strategies to learn a vocabulary word in a better way. With the help of vocabulary notebooks a significant number of vocabulary learning strategies are utilized.

Vocabulary notebook use in the classroom

Vocabulary notebooks should be prioritized in language teaching (Lewis, 2000). The use of vocabulary notebooks in a class is presented in a sample program by Schmitt and Schmitt (1995). Every day of the week, students refer back to their

vocabulary notebooks and add some word knowledge to the target words of the week. Teachers check the notebooks periodically, and Schmitt and Schmitt also suggest quizzes on words and strategies from the notebooks which could help teachers determine which words and strategies are gained successfully.

Additionally, Schmitt and Schmitt recommend activities which encourage learners to use the words in the vocabulary notebooks. Some of the activities suggested by the authors are writing short stories with some of the words in the notebooks, listening to a story and listing the words in the story which are also in the notebooks, and writing the words in the notebooks starting with the letter the teacher gives (p. 140). Integrating the use of lexical notebooks with some vocabulary notebook activities in the classroom not only has learners refer back to their notebooks and exposes them to the words many times, but also enhances the use of different vocabulary learning strategies.

Benefits of the vocabulary notebook

Students' keeping vocabulary notebooks helps teachers learn about their students' progress in learning vocabulary (Fowle, 2002; Nation, 1990). Schmitt and Schmitt (1995) and Ledbury (2006) present sample schedules of keeping vocabulary notebooks. The intersecting point of these two programs is that the teacher collects the notebooks in order to check whether the information that they have written is correct at the end of each week, so the teacher has the chance of detecting the mistakes and the misunderstood parts. After deciding on the points that the students misunderstand or make mistakes about, the teacher should be careful while giving the same kind of word knowledge for the target words of the next week. Moreover, the teacher could see the improvement in the student. It might be observable that the students' ability to use a

dictionary and to guess meaning of unknown words from context and other componential parts will be improved (Ledbury, 2006). It can be inferred that in other vocabulary notebook activities learners' abilities such as using new words in sentences, using semantic maps, and connecting words to synonyms and antonyms may improve as well.

Additionally, keeping vocabulary notebooks makes learners autonomous (Fowle, 2002; Schmitt & Schmitt, 1995). According to the principles outlined by Schmitt and Schmitt, "learners must pay attention in order to learn most efficiently" (p. 135). This is possible by asking the students to expend effort in order to provide some word knowledge for the target words. Though the students are guided by the teacher, they have their own responsibility of finding relevant knowledge for the words that will be written in the notebooks. Additionally, students organize vocabulary notebooks in different ways, such as under topics or alphabetically, according to their likes and preferences. Fowle (2002) alleges that students plan their own vocabulary learning during this personal organization. Moreover, while keeping vocabulary notebooks students evaluate the usefulness of the words, because in addition to the words that the teacher asks them to put in the notebooks, they decide which other words and what kind of necessary knowledge for these words they want to write in their notebooks. Furthermore, they may evaluate their own progress in learning vocabulary. They might go back to the previous pages, remove some pages which include the words that have been acquired, and compare their past and present lexical competence.

Attitudes of teachers and students

Fowle (2002) conducted a study that investigated attitudes of teachers and students towards the vocabulary notebook after its implementation. From the

questionnaires, it is obvious that all of the students found keeping vocabulary notebooks beneficial. They thought that keeping vocabulary notebooks helped them to remember new words. On the other side, teachers also showed positive attitudes towards keeping vocabulary notebooks. All of the participant teachers found vocabulary notebooks effective in students' vocabulary learning. Additionally, all of the participant teachers agreed that they should encourage students to keep vocabulary notebooks and take it seriously. However, one out of the three teachers did not believe that vocabulary notebooks encouraged learner independence. Vocabulary notebooks may not manage to make learners autonomous when the teacher is not paying enough attention.

Tezgiden (2006) investigated the effects of vocabulary learning strategy instruction on learners' strategy use. She explored learners' evaluation of the vocabulary learning strategies to determine the effects of strategy instruction. She had three training sessions, the first of which was on vocabulary notebooks. In her study, it was clear that all of the participant students and the participant teacher had positive attitudes towards lexical notebooks. Vocabulary notebooks are advised to be used by many authors (Lewis, 2000; Nation, 2001; Schmitt & Schmitt, 1995), and these studies also indicate that both teachers and students concur on the issue that lexical notebooks are useful for vocabulary learning.

Conclusion

This chapter focused on the literature relevant to the study. The information on the mental lexicon, teaching and learning vocabulary, and learning strategies was reviewed. The previous studies on vocabulary notebooks were briefly presented in order to supply the general framework for the present study. However, it is revealed in

this literature review that there has been no empirical study conducted on the effectiveness of the vocabulary notebook. The study to be described in the next chapter will attempt to fill the gap in the literature.

CHAPTER III: METHODOLOGY

Introduction

This study investigates the effects of vocabulary notebooks on Zonguldak Karaelmas University preparatory class EFL learners' receptive and productive vocabulary acquisition. It also examines the attitudes of the participating students and their teacher towards keeping vocabulary notebooks. The study tries to find out whether having students keep vocabulary notebooks and integrating their use into classroom activities will enhance their vocabulary acquisition.

In this chapter, information about the setting, participants, instruments, materials, data collection procedure, and methods of data analysis will be provided.

Setting

The study was conducted at ZKU English Language Preparatory School. Students who fail the proficiency test must attend the one-year preparatory school of English before studying in their department. In the 2006/2007 academic year there are two levels of students, intermediate and lower intermediate, which were determined according to the results of the placement test conducted at the beginning of the school year. Students are exposed to 30 hours of English every week. They study their main course books for ten hours. They are taught grammar rules, and they do grammar activities in these lessons. In addition to that, students have four-hour writing and two-hour speaking classes in which they learn to produce English in writing or orally. In order to improve their receptive skills, they have two-hour reading and two-hour video courses. In addition to all these lessons, ten hours of laboratory classes provide

students opportunity for self-study. Students can listen to the reading passages in a native person's voice, or check their own answers to grammar, vocabulary, or pronunciation exercises on the computer. It is compulsory for the students to attend 70 percent of these classes. At the end of the year, they must pass the final exam in order to be successful at prep school. Students who fail this exam can enter their departments, but they cannot take the vocational English courses in the departments in the third and fourth year. In order to take these lessons, students must take and pass the proficiency test that is conducted at the beginning of each school year.

How is Vocabulary Taught and Assessed at ZKU?

There is no specific time allotted for vocabulary learning at ZKU English Language Preparatory School. In 30 hours of English class every week students encounter many vocabulary words. Some of the teachers pay attention to these words and present them in detail. For example, they write the words on the board and have the students make example sentences with them, or they write other aspects of word knowledge for that vocabulary word. On the other hand, some other teachers skip the words as they think that vocabulary is the students' own responsibility and there is not enough time to teach all of the vocabulary words. They only say that the students are responsible for learning the highlighted words in the course books for the exams.

Vocabulary is assessed in every examination except writing quizzes in the institution. Students' receptive vocabulary knowledge is tested in these exams. They are provided with some sentences with blanks, and some target words given in a box. Students are supposed to fill in the blanks by choosing the appropriate words.

Participants

The participants were 60 pre-intermediate level students from three different classes, and three instructors of English. One class served as the experimental group, and the other two classes were the control groups. Two other preparation classes including 39 students in total, who were at the same proficiency level as the experimental and control groups, also participated in the study, in the pilot trials of the receptive and productive tests.

Each class had different instructors for their main courses, and all of the participant teachers have four years of experience in teaching. While deciding on the experimental group, the willingness of their teacher to participate in the study was taken into consideration. The experimental group consisted of 12 males and eight females. There were two control groups in order to minimize the effect of instructors in the study, and these groups were chosen randomly. There were 13 males and seven females in one of the control groups, and the other control group consisted of ten males and ten females. The participant students' ages ranged between 17 and 20.

Instruments

A productive and a receptive vocabulary test, free vocabulary use compositions, and interviews with the teacher and the students were the instruments used to collect the data in this study.

The Productive and Receptive Vocabulary Tests

The productive and receptive vocabulary tests were designed, revised, and piloted by the researcher in order to obtain data related to the productive and receptive vocabulary levels of the students. These tests included the words which would be highlighted during the vocabulary notebook implementation (notebook words), along

with the words which might appear in the lessons but would not be targeted (non-notebook words). The researcher took the syllabus of the main course into consideration while deciding on the target words, and the words were chosen from the book used in the main course. The words were among the words highlighted in the course book, intended for the students in all groups to pay attention to (see Appendix A for a sample course book page with vocabulary words highlighted). After listing the words according to the syllabus, the word frequencies were checked using Vocab Profiler (<http://www.lexutor.ca/vp/eng/>), and some of the words were omitted from the schedule because they were found to be high frequency words. When constructing the tests, the researcher also checked the frequency level of the distracting words, in order to harmonize the levels of the target words and the distracters. Both notebook and non-notebook words were chosen from the Academic Word List or from the words that are less frequent than the first 2000 most frequent words in English. Therefore, the possibility of the recognizability of the words in the tests was limited.

The forms of the tests were based on the Vocabulary Levels Test (Nation, 1990) and the Productive Levels Test by Laufer and Nation (1999). The receptive test (see Appendix B) consisted of 72 notebook and 78 non-notebook words. Each item in the test included six words, along with three L2 definitions. Attention was paid to the frequencies of the words while writing the definitions in the tests. Whereas the target words were low frequency words, the words in the definitions were chosen from high frequency words. The students were expected to match these three L2 definitions with the three words given. For instance,

- | | |
|-----------------|--|
| a) execution | |
| b) prey | ___ a society that is developed |
| c) tribute | ___ killing someone as a legal punishment |
| d) restraint | ___ something that you say to express your respect, or |
| e) stare | admiration for someone |
| f) civilization | |

The productive test (see Appendix C) consisted of 30 notebook and 20 non-notebook words. The students were presented with the words in isolated sentences containing blanks in this test, but some of the letters of the words were already given in order to limit the possibilities of word choice to complete the sentences. The researcher again wrote the sentences for this test by using high frequency words. The student was to fill in the blank with the word, *prey*, in this question of the productive test:

The mouse was an easy pr___ for the cat. Cats can easily catch mice.

Free Vocabulary Use Compositions

The students in all of the groups were expected to write free vocabulary use compositions every week of the implementation. As the syllabus of the main course was theme-based, the researcher was able to find a suitable topic for each week which would give the students the opportunity to use the target words of the week (see Appendix D for the topics for each week). For example, in the third week of the vocabulary notebook implementation, the topic of the composition was *writing about the kind of person you like and you hate*, and the possible notebook words to be used in this composition were seventeen of the target words of the week, such as *stunning, impression, magnificent, resemble, affection, amazement, appreciation, nasty, ecstatic, thrill, disorder, approach, innocent, irritation, nag, and yawn*.

The researcher collected and checked all of the compositions to see whether the students in the experimental and in the control groups used the notebook words in their compositions. Grammatical mistakes were ignored, and only the choice of

vocabulary words was taken into consideration while analyzing the effect of vocabulary notebooks on free productive vocabulary acquisition.

Oral Interviews

Oral interviews with the teacher and all of the students in the experimental group were conducted at the end of the four-week treatment. In order for the students to express themselves better, the interviews were held in Turkish. The students were interviewed in groups of four due to time limitations. They were asked whether they found keeping vocabulary notebooks useful, what they liked or disliked about using the notebooks, and whether they would continue keeping vocabulary notebooks even if their teacher didn't check it and give marks. The participant teacher was also asked her perceptions about using vocabulary notebooks in the classroom, and whether she would continue having the students keep notebooks. This interview with the instructor was conducted in English. The interview protocols were tape-recorded, transcribed and translated for data analysis soon after.

Materials

The materials used in this study consisted of a four-week schedule of vocabulary notebook implementation and the vocabulary notebook activities which were integrated into the classroom activities. The four-week schedule for vocabulary notebook implementation (see Appendix E) was adapted from Schmitt and Schmitt (1995) and Ledbury (2006). Students were expected to write 20 target words, which had been chosen by the researcher from the main course books, in their vocabulary notebooks every week, and they were exposed to different aspects of word knowledge of these target words each week. The information for each word that was written in the

notebooks included part of speech, L1 translations, L2 synonyms, antonyms, derivations and collocations.

The vocabulary notebook activities created by the researcher were designed to reinforce the form and meaning connection. Every week students were exposed to three activities. Two of these activities, such as writing information in the notebooks, and sharing the notebooks with their friends and testing each other on the notebook words, took place in each week of the schedule, but the third activity changed every week. For example, the third activity of the first week was writing example sentences. In the second week, it was doing the puzzle on the words of the week. In the third week, students were expected to play a word game called taboo on the words of the week, and lastly in the fourth week, a matching exercise on the words of the week (see Appendix F) was presented to the students. Figure 1 below describes the vocabulary notebook activities of the weeks.

Week 1	Activity 1: Bringing lexical notebooks in the classroom, and writing some word knowledge of the words of the week. Activity 2: Sharing the information they put in their notebooks in pairs, and testing each other on the words of the week. Activity 3: Writing example sentences on the words of the week.
Week 2	Activity 1: Bringing lexical notebooks in the classroom, and writing some word knowledge of the words of the week. Activity 2: Sharing the information they put in their notebooks in pairs, and testing each other on the words of the week. Activity 3: Doing the crossword puzzle on the words of the week.
Week 3	Activity 1: Bringing lexical notebooks in the classroom, and writing some word knowledge of the words of the week. Activity 2: Sharing the information they put in their notebooks in pairs, and testing each other on the words of the week Activity 3: Playing the word game called taboo on the words of the week.
Week 4	Activity 1: Bringing lexical notebooks in the classroom, and writing some word knowledge of the words of the week. Activity 2: Sharing the information they put in their notebooks in pairs, and testing each other on the words of the week. Activity 3: Doing the matching exercise on the words of the week.

Figure 1 - Vocabulary Notebook Activities

Procedure

The purpose of the study was determined in late September. The design of the study, along with the participant instructor of English at ZKU, where the study would be conducted, was determined in November. After that, permission for carrying out the study at the participant instructor's class was received from the coordinator of the English Language Preparatory School. The time frame of the study, which was designed according to the schedule of the language school, was ready in December.

In early January, the vocabulary notebook words of the four-week implementation were determined. The researcher listed the words that were included in the receptive and productive tests, and in the vocabulary notebook activities according to the syllabus of the main course. After that, the four-week schedule of the notebook implementation, together with the activities which were incorporated into the schedule, was created.

In order to determine the effect of vocabulary notebooks on vocabulary acquisition, receptive and productive tests were developed by the researcher. On January 15, both of the tests were piloted with two different pre-intermediate classes. As no problems were encountered during the piloting of the tests, no modification took place, and both of the tests were ready for the actual study.

In the same week, the participant instructor was trained in the four-week schedule. The training session was an informal conference with the participant teacher. The role of the teacher was very important in this vocabulary notebook implementation as she would encourage the students to keep notebooks, and they should not find it a burden. The teacher was informed about the importance and usefulness of the vocabulary notebook in vocabulary learning according to the relevant literature. She

was taught how to implement vocabulary notebooks in the classroom, and how to do the vocabulary notebook activities. Managing time both for her regular main course and the additional activities was also discussed between the researcher and the instructor.

On January 22, the receptive and productive tests were given to the students in the experimental group and the control groups. Four weeks after the tests, the vocabulary notebook implementation started in the experimental group. This four-week period between the tests and the actual study was intended to prevent students' remembering the definitions and the sentences they were asked in the tests. Both the experimental group and the control groups were exposed to the same words in the main courses. However, only the students in the experimental group, the class named C-16, were expected to keep vocabulary notebooks. The students in C-16 were exposed to a four-week schedule prepared by the researcher for implementing vocabulary notebooks in the classroom, and this schedule, which also included vocabulary notebook activities, was incorporated into their regular syllabus of the main course. The researcher maintained regular contact on the phone with the teacher of C-16 during the four-week implementation period, to ensure that the schedule and activities were being implemented according to plan and that there were no problems.

On the other hand, the control groups, the classes named C-1 and C-23, did not use vocabulary notebooks and followed the regular class curriculum. According to the reports by the teachers of the control groups, it was stated that they wrote the target words that they encountered in the main course and its different forms, such as verb form and adjective form, on the board. They sometimes asked the students to make sentences with the words, and sometimes they made sentences for the students. When

the word was not difficult to understand in English, the teachers said its meaning in the target language, but if it was difficult, the teacher used the native language.

Every group wrote free vocabulary use compositions related to the theme of the week at the end of every week in the treatment period. The researcher prepared a topic for each week to write on for the groups. They were not told to use any particular form or any specific vocabulary. This writing activity was designed to investigate the students' free use of the vocabulary words.

Finally, after the last treatment week, the same receptive and productive tests were given to all of the groups in order to see if a change occurred in the learners' receptive and productive vocabulary acquisition. After completing the tests, all of the students in the experimental group were interviewed in groups, and the participant instructor was interviewed separately to investigate the perceptions of the teacher and the students.

Data Analysis

This study included both qualitative and quantitative data. Quantitative data was gathered from receptive and productive vocabulary tests and the free vocabulary use compositions. The data collected from the tests was analyzed using SPSS. The mean values and standard deviations of the pre- and post-receptive and productive vocabulary tests were computed for each of the students. Then, an ANOVA test was performed to see whether there was a difference among the three groups in the pre-tests; the difference among the groups in the post-tests was uncovered by another ANOVA test. Then, a paired samples t-test was conducted in order to see the difference between the pre- and post-tests for each group separately. Finally, one more ANOVA test among all the three groups was carried out on the gain scores to further

emphasize the improvement of the groups. In addition to the receptive and controlled productive vocabulary tests, free vocabulary use compositions were also part of the quantitative data, and these writings were analyzed by the researcher. They were carefully read and divided into two categories: those that contained vocabulary notebook words and those that did not. The researcher also looked at the use of the notebook words, to make sure if they were appropriate, and then they were counted.

The interviews were conducted to reveal the attitudes of the students and the teacher towards using vocabulary notebooks. The qualitative data from the interviews with the students and the instructor was analyzed according to a procedure described by Seidman (1998). In order to analyze the tape-recorded interviews, they were transcribed and translated into English. The researcher read the transcriptions many times, and searched for common ideas. Then, these common ideas were organized into categories. One of these categories, learner autonomy, came from the literature. As it is claimed in the literature that the vocabulary notebooks make learners autonomous, it was aimed to find whether it was true for the context of this study. The other categories emerged from the data. Seidman (1998) states that it is better to follow this procedure than to simply present the data for interpretation. The researcher asked herself what she learned from these transcripts, and commented on the categorized utterances. To keep student identities confidential, students were given new names.

Conclusion

This chapter provided detailed information about the participants, instruments and materials used in the study, the data collection procedure and the methods of data analysis. The next chapter will present the results of the data analysis.

CHAPTER IV: DATA ANALYSIS

Overview

This study was designed to investigate whether using vocabulary notebooks is effective for students' receptive, controlled productive and free productive vocabulary acquisition. In addition to that, the study examined whether the students who kept vocabulary notebooks and the participant instructor have positive attitudes towards keeping notebooks, entering vocabulary knowledge into a notebook systematically, and integrating the use of notebooks into classroom vocabulary activities.

The study was conducted at Zonguldak Karaelmas University English Language Preparatory School. There were two control groups with twenty students in each, and an experimental group also consisting of twenty students, along with the teachers of the three groups. While the students in the control groups followed the regular curriculum, the students in the experimental group had a four-week vocabulary notebook implementation schedule integrated into the regular curriculum.

This chapter will present an analysis of the data provided from receptive and productive vocabulary tests administered at the beginning and at the end of the treatment period, the group interviews held with the students in the experimental group, a one-to-one interview with their teacher, and the free vocabulary use compositions written by all of the students in all three of the groups.

Data Analysis Procedure

This study included both quantitative and qualitative data. Quantitative data was gathered through receptive and productive vocabulary tests administered before and after implementation of the vocabulary notebooks, and also from the compositions

that all of the students participating in the study wrote at the end of each week of the treatment period. The data collected from the test results were analyzed using SPSS. After scoring the tests, the mean values and standard deviations for each test were calculated. Then, by performing an ANOVA test, the difference among the three groups in the pre-tests was analyzed, followed by another ANOVA test to see if there was a significant difference among the groups in the post-tests. Afterwards, a paired samples t-test was performed to see the difference between the pre- and post-tests for each group separately. Finally, gain scores were computed for each of the students in all three of the groups, and an ANOVA test was performed again, in order to see whether differences in gain scores of the experimental group were significantly greater than the control groups.

The data provided from the free vocabulary use compositions was analyzed by the researcher, in order to determine the frequency of target word use in free writing. All of the 240 compositions written by the three groups in four weeks were carefully read by the researcher, and the words that had been entered into the vocabulary notebooks were underlined if they were used correctly in a correct context; spelling mistakes in the compositions were ignored.

Qualitative data was gathered through group interviews with the students in the experimental group and a one-to-one interview with their instructor. These video-recorded interviews were held in Turkish with the participant students in order for them to express themselves more confidently, and in English with their teacher. The interviews showed the attitudes of the students and the teacher towards using vocabulary notebooks. In order to analyze the qualitative data, they were transcribed,

and then translated into English. Finally, utterances were grouped around different topics. To keep student identities confidential, students were given new names.

Results of the Receptive and Productive Vocabulary Tests

In the receptive vocabulary test, the students were expected to match three English definitions among six vocabulary words, and each correct match was scored as one point. In the productive vocabulary test, students were to write an appropriate word, some of whose letters were given, in the context provided for them. As to scoring, each correct word was awarded one point, but if there were spelling mistakes students were given a half point. After scoring, descriptive statistics related to the receptive and productive vocabulary tests, such as means and standard deviations, were calculated for each pre- and post-test, for each group.

According to the results of the pre-receptive vocabulary tests, control group A had the highest, and control group B had the lowest mean values, so there appear to be differences among the groups before the treatment period. The results of this test can be seen in Table 1.

PRE-RECEPTIVE TESTS	N	M	sd
Experimental Group	20	5.100	7.048
Control Group A	20	9.750	5.656
Control Group B	20	3.300	4.105
N = number, M = mean (raw score, 75 possible), sd = standard deviation			

Table 1 - Mean Values for the Pre-Receptive Vocabulary Tests

However, all of the three groups were nearly similar to each other as determined by the pre-productive vocabulary test, although the experimental group had the highest mean values. These results can be seen in Table 2.

PRE-PRODUCTIVE TESTS	N	M	sd
Experimental Group	20	0.675	1.407
Control Group A	20	0.375	1.180
Control Group B	20	0.300	0.497
N = number, M = mean (raw score, 50 possible), sd = standard deviation			

Table 2 - Mean Values for the Pre-Productive Vocabulary Tests

An ANOVA test was performed to find whether there was a significant difference among the groups in the pre-receptive and pre-productive vocabulary tests. As seen in Table 3 below, the pre-receptive vocabulary test shows a difference among the groups. There is a significant ($p < .01$) difference between the experimental group and control group A, and between control group A and control group B, but no significant difference between the experimental group and control group B. According to the ANOVA for the pre-productive vocabulary test, there is no significant difference among the groups.

		N	M	V	Sig	Difference
Pre-Receptive Test	Experimental Group	20	5.100	6.747	0.002	1-2 2-3
	Control Group A	20	9.750			
	Control Group B	20	3.300			
Pre-Productive Test	Experimental Group	20	0.675	0.653	0.524	None
	Control Group A	20	0.375			
	Control Group B	20	0.300			
N = number, M = mean, V= variance, Sig= significance of difference						

Table 3 - ANOVA Results for the Pre- Vocabulary Tests

For the receptive and productive vocabulary post-tests, it is seen in Tables 4 and 5 that all of the mean values in all of the groups increased after the seven-week period.

POST-RECEPTIVE TESTS	N	M	sd	Pre-test M
Experimental Group	20	18.600	8.133	5.100
Control Group A	20	12.650	4.332	9.750
Control Group B	20	4.200	3.607	3.300
N= number, M= mean, (raw score, 75 possible), sd= standard deviation				

Table 4 - Mean Values for the Post-Receptive Vocabulary Tests

POST-PRODUCTIVE TESTS	N	M	sd	Pre-test M
Experimental Group	20	11.175	4.360	0.675
Control Group A	20	1.475	1.788	0.375
Control Group B	20	0.675	0.922	0.300
N= number, M= mean, (raw score, 50 possible), sd= standard deviation				

Table 5 - Mean Values for the Post-Productive Vocabulary Tests

An ANOVA test was performed again to see if there was a difference among the groups in the post-receptive and post-productive vocabulary tests. It is seen in Table 6 that the post-receptive vocabulary test shows a significant ($p < .001$) difference among the groups. There is a significant difference between the students of the experimental group ($M = 18.600$) and control group A ($M = 12.650$), and control group B ($M = 4.200$). In addition to that a significant difference exists between control group A and control group B. The experimental group had the highest mean values, whereas control group B had the lowest mean values in the test. In the post-productive vocabulary test, there is also found to be a significant ($p < .001$) difference among the three groups. A significant difference exists between the experimental group ($M = 11.175$) and control group A ($M = 1.475$) and control group B ($M = 0.675$). There is no significant difference between the two control groups. In this test, also, the experimental group had the highest mean values, and control group B had the lowest mean values (see Table 6).

		N	M	V	Sig	Difference
Post-Receptive Vocabulary Test	Experimental Group	20	18.600	32.083	0.000	1-2
	Control Group A	20	12.650			1-3
	Control Group B	20	4.200			2-3
Post-Productive Vocabulary Test	Experimental Group	20	11.175	88.916	0.000	1-2
	Control Group A	20	1.475			1-3
	Control Group B	20	0.675			
N= number, M= mean, V= variance, Sig= significance of difference						

Table 6 - ANOVA Results for the Post- Vocabulary Tests

Afterwards, in order to see whether the increase in the scores was significant, a paired samples t-test was conducted for each group, for each test. As Table 7 shows, a significant ($p < .001$) difference was found between pre-receptive and post-receptive vocabulary test scores of the students in the experimental group. The students' mean values in the post-receptive vocabulary test ($M = 18.600$) are significantly higher than their mean values in the pre-receptive vocabulary test ($M = 5.100$). In control group A, there is no significant difference, although the difference is approaching significance ($p < .064$) between the two receptive vocabulary test scores, nor is a significant difference found from pre-test to post-test in control group B.

	RECEPTIVE TESTS	M	t	Sig
Experimental Group	Pre-Test	5.100	-11.335	0.000
	Post-Test	18.600		
Control Group A	Pre-Test	9.750	-1.965	0.064
	Post-Test	12.650		
Control Group B	Pre-Test	3.300	-1.017	0.322
	Post-Test	4.200		
M= mean, t= value, Sig= significance of difference				

Table 7 - Paired Samples t-test Results for the Receptive Vocabulary Test

For the productive vocabulary tests, there is a significant ($p < .001$) difference between the pre- and post-test scores of the experimental group. The mean values in the post-productive vocabulary test scores ($M = 11.175$) are significantly higher than

the mean values in the pre-productive vocabulary test scores ($M= 0.675$). A significant ($p<.05$) difference is also found in control group A's test scores. The mean values of control group A in the post-productive vocabulary test ($M= 1.475$) are significantly higher than the mean values in the pre-productive vocabulary test ($M= 0.375$). However, there is no significant difference between the pre- and post-test scores in control group B (see Table 8).

	PRODUCTIVE TESTS	M	t	Sig
Experimental Group	Pre-Test	0.675	-12.445	0.000
	Post-Test	11.175		
Control Group A	Pre-Test	0.375	-2.408	0.026
	Post-Test	1.475		
Control Group B	Pre-Test	0.300	-1.598	0.127
	Post-Test	0.675		
M=mean, t= value, Sig= significance of difference				

Table 8 - Paired Samples t-test Results for Productive Vocabulary Tests

Finally, an ANOVA test was performed once more to determine if there was a significant difference among the groups' gain scores in the receptive and productive vocabulary tests. As control group B made a significant increase in the post-receptive vocabulary test, an ANOVA on the gain scores of the participant students was required to see whether the experimental group's gain is significantly greater than the control groups' gain. As seen in Table 9, there is a significant ($p<.001$) difference among the groups' gain scores in the receptive vocabulary tests. There is a significant difference between the experimental group and control group A and control group B. The experimental group has the highest mean gain scores ($M=13.500$), and the lowest mean gain scores belong to control group B ($M= 0.850$). There is no significant difference between control groups A and B. Similarly, for the productive vocabulary tests, gain scores show a significant ($p<.001$) difference among the groups. There is a significant difference between the experimental group and control groups A and B.

Just as in the gain scores in the receptive vocabulary tests, the highest mean gain scores belong to the experimental group (M= 10.500) and the lowest mean gain scores belong to control group B (M= 0.375) in the productive vocabulary tests. In addition to that, there is no significant difference between control group A and control group B. Even though control group A made significant gains from pre-test to post-test on the productive test, and their gains from pre-test to post-test on the receptive test approached significance, analysis of the gain scores shows that the experimental group showed greater improvement on both tests than either of the control groups.

GAIN SCORES		N	M	sd	V	Sig	Difference
Receptive Vocabulary Tests	Exp. Group	20	13.500	5.326	31.688	0.000	1-2
	Control Group A	20	2.800	6.646			1-3
	Control Group B	20	0.850	3.911			
Productive Vocabulary Tests	Exp. Group	20	10.500	3.773	98.092	0.000	1-2
	Control Group A	20	1.100	2.043			1-3
	Control Group B	20	0.375	1.050			
N= number, M= mean, sd=standard deviation, V= variance, Sig= significance of difference							

Table 9 - ANOVA Results for the Gain Scores

Results of the Free Vocabulary Use Compositions

All of the participant students wrote compositions on the topics provided by the researcher. As all of the students were exposed to the same syllabus, they studied the same units and the same vocabulary words. Therefore, the topics of these compositions were chosen according to the subject of the units of the weeks so that all of the students might use these words in their free writings. No instruction about vocabulary use was given by the participant teachers. The main purpose of this composition writing was to see if the vocabulary notebooks were useful for the students' free productive vocabulary acquisition.

After the researcher identified the vocabulary notebook words in the compositions, all of the compositions of each group were divided into two groups: those containing vocabulary notebook words and those without vocabulary notebook words. At the end of this procedure it was found out that except for one student in one of the control groups, none of the students in the control groups used the target vocabulary words in their writings, even though they had been exposed to these words in their courses. Then, the compositions containing vocabulary notebook words were read again carefully by the researcher to see if the words were used correctly. If the words were used correctly, these words were underlined as a symbol for the correct use, and spelling mistakes were ignored as long as it was clear which word was intended, as the written form of the words was not the focus of this free writing. Then, the researcher analyzed the compositions of each week separately, in order to discover how many of the target words of the week were used by the students. All of the vocabulary notebook words were noted down, and when the same word was used by another student it was not counted as a different word for the second time. For example, in the fourth week the word “chubby” was used by 10 of the students in the experimental group, but the word is counted only once. In the table below it is shown how many students used target words of the week and how many target words were used. The table also shows the average number of the words used per student, of the students using target words in their compositions.

		WEEK I	WEEK II	WEEK III	WEEK IV
Control group A		-----	-----	1 student, 1 word	-----
Control group B		-----	-----	-----	-----
Exp. group:	Students	2	6	9	11
	Words	3	6	10	9
	Average words per student	2	2	2	2

Table 10 - Target Word Usage in the Free Vocabulary Use Compositions

It appears that as the schedule progressed, more students used the words in their compositions, and they also used a variety of words among them. In addition to that, they used the vocabulary notebook words from previous weeks. For example, in the second week of the treatment one of the students in the experimental group used one word from the first week in her composition about a favorite trip (see Appendix G for a sample student composition). It is found by the researcher that in the third week of the implementation, one word from the first week and two words from the second week were used. In the fourth week two target words of the first week, one word from the second week and one word from the third week were used by the students in their compositions. These words from the previous weeks were counted in the 10 and 9 words used in the third and fourth weeks in Table 12.

Results of the Group Interviews with the Students

Twenty students in the experimental group were interviewed in groups of four in order to explore their attitudes towards vocabulary notebooks. Students were interviewed in groups because of time limitations. The interviews were held in Turkish, so that the students would feel free and express themselves confidently and clearly. The students were asked about their ideas and feelings about keeping vocabulary notebooks, the activities that were integrated into their program, their future plans about these tools, and they were also asked to compare their former method of studying vocabulary with the method that was introduced by the researcher in this study (see Appendix H for the complete list of interview questions). After transcribing the interviews in order to analyze the data, the researcher translated them into English (see Appendices I and J for a sample student interview, in English and in

Turkish respectively). As Seidman (1998) suggests, some themes and categories were searched for and identified by the researcher while analyzing the interviews. These themes were suggested by the questions asked of the students and the common points that they focused on in the interview.

Usefulness of the Vocabulary Notebooks

All of the twenty students showed positive attitudes towards vocabulary notebooks when they were asked whether they found using vocabulary notebooks beneficial or not. However, they always directly emphasized or hinted that this tool can be more useful only for the students who love English and studying it.

(Onur) *This vocabulary notebook can be more useful for the students who have a habit of studying regularly. It was difficult for me, but I can't deny that it is useful.*

(Kıvanç) *If we had a habit of studying regularly, this could be more beneficial for us, but I found it very difficult to enter some word knowledge into the notebook every evening.*

(Esra) *Actually, this tool was useful for our vocabulary learning, but it is good for the students who can carry it out. For example, it is not good for me. The student must love writing and English.*

(Soner) *Vocabulary notebooks are useful for the students who want to learn this language and who love studying, but it is obvious that it is useful for vocabulary acquisition.*

(Oğuzhan) *We are not used to that kind of a systematic tool, but we can't deny its usefulness teacher, we learned many words.*

As seen in the responses of the students, they found using vocabulary notebooks useful, but it is clearly understood that they were made to keep these tools and they implied that they would not continue using them.

Responsibility

All of the students thought that keeping vocabulary notebooks requires time and effort, and it is found out that most of the students do not like studying at all. However, they claimed that keeping these notebooks increased their responsibility towards studying English. Two students focused on this issue.

(Didem) *We liked using notebooks because it was beneficial for our vocabulary learning. It made us study English. Every day when we went to the dormitory, we had to add some new information to the words of the week and make sentences with them. It made us responsible.*

(Fatma) *I don't think that it has some negative points. In my opinion, it doesn't have any points that I disliked. It taught us "responsibility". We must add this word knowledge or that word knowledge to the words of the week. We must complete the missing information in the notebooks because the teacher collected them on Fridays, etc.*

Vocabulary Notebook Activities and Recycling Vocabulary

Ten students stated that working with the words repeatedly fostered their learning. One of them reported that writing new aspects of word knowledge of the vocabulary words every day made them recycle the words many times and this promoted their learning of these words.

(Kıvanç) *Dealing with one word many times, again and again, was useful, good for our memorizing the words.*

Five of them remarked that they liked the vocabulary notebook activities as they referred to their notebooks during these activities that they did in the classroom, so this also contributed to the learning process.

(Bahriye) *We always referred to our notebooks when we were doing the activities in the classroom.*

(Süleyman) *Activities enabled the words to be permanent. It was useful as we saw the words many times in the vocabulary notebook activities.*

(Fatma) *The more we repeat the better. And the activities were helpful in that.*

(Didem) *We always consulted our notebooks during the vocabulary notebook activities, so it was good for our remembering words. Activities reinforced our learning these words. For example, in the crossword puzzle activity we looked in our notebooks when we couldn't find the meaning of the word in the sentence provided for us. The notebook was good for us.*

(Zerrin) *As we regularly dealt with one word with many activities, we quickly learn and remember the word.*

The students underscored that when they wanted to look in their notebooks to search for a word, they had to skim and scan the other words. Therefore, remembering the words in the notebooks was promoted.

(Ali) *For example, when we got stuck on a word and wanted to look it up in the notebook we had to scan all the other words in it. We could then say that we remember this word and that word, etc.*

(Murat) *As my friend has pointed out, until we found the word that we were looking for we had to scan all the other words that we entered into the notebook.*

From a different point of view, two students focused on the fun aspect of the vocabulary notebook activities while they similarly remarked the importance of the repetition of the words. They reported that they appreciated vocabulary notebook activities in this four-week process a lot.

(Sinem) *Vocabulary notebook activities were the most enjoyable parts of this four-week period. They made keeping notebooks permanent. These activities had us refer back to our notebooks. For example, I always looked in my notebook to find its spelling.*

(Çınar) *Vocabulary notebook activities were fun. I think that the more we look in the notebook the more we deal with the words, the better we learn. We put them in our brains, in the long term memory.*

Difference of a Vocabulary Notebook from a Dictionary

The students were asked what the difference between a dictionary and a vocabulary notebook was, and they were also asked whether it was necessary to keep a vocabulary notebook as there was an already written vocabulary notebook which is

called a dictionary. The reactions of the students to this kind of expression of the researcher were very clear. They were aware of the usefulness of keeping vocabulary notebooks even though they found it difficult to carry out.

(Esra) *I want to add one more thing. Keeping notebooks is very useful generally. When we compare it with a dictionary, it is not ours. Even though we get the information from a dictionary, we express ourselves in our notebooks with our own words. We make our own vocabulary notebooks.*

(Çınar) *It is my own, my personal dictionary. We made it ourselves. We take care of it.*

(Zerrin) *As we made these vocabulary notebooks on our own, we know what is there and where it is, and we can find it easily. We know that the information we are looking for is under this word or that word, but the dictionary is not like this. We must search whether it is under this word or another word. It is a waste of time, and the person gets bored while looking up in a dictionary.*

Just as reported in the literature, students regard their vocabulary notebooks as their personal dictionaries and they liked these tools because they created them themselves.

Difference between Keeping Vocabulary Notebooks and the Students' Former Techniques

When the students compared the vocabulary notebooks with the method that they used to use in order to study vocabulary, they found keeping vocabulary notebooks more systematic and disciplined.

(Demet) *I did not use to study vocabulary in such a systematic way. Vocabulary notebook is a must; it brought system and order in our technique of studying vocabulary.*

(Çınar) *My former method is nothing when I compare it with this vocabulary notebook. I used to take notes somewhere, but of course not regularly, sometimes, I mean whenever I want.*

Some of them said that they had already been keeping a notebook, but a different kind of notebook, because the only word knowledge that they wrote in their former notebooks was the L1 translation.

(Bahriye) *I used to write the new words that my teacher showed us on small pieces of paper. I used to write their Turkish meaning at the back of the small paper, and I was studying like that. Yet, we write many aspects of word knowledge of one word. Therefore, this is quite better now.*

(Berna) *I used to keep a notebook, but it was not like this notebook. I only wrote Turkish definitions, and when the word is in Turkish I used to write an English word next to the unknown word. I also continued keeping this notebook with my other vocabulary notebook. I wrote every word into both of the notebooks.*

It is obvious from the responses of the students that they have found keeping vocabulary notebooks different and useful when they compare it with their own techniques.

Learner Autonomy

Even though the literature says that vocabulary notebooks are effective in providing learner autonomy, this is not the case in the context of this study. When the students are asked whether they would keep vocabulary notebooks if their teacher did not give marks, all of the students except two said no. Among these students who would not keep notebooks without being graded, there were also some students who kept vocabulary notebooks only because they loved their teacher.

(Çınar) *As we are under discipline, we feel it compulsory to keep this vocabulary notebook, and it affects our learning positively. If it was not compulsory, none of us would keep it. Maybe one or maximum two of us would do.*

(Süleyman) *I kept this vocabulary notebook as I love my teacher and as my teacher said that it is useful for our learning vocabulary, and I found it useful, as well. Besides, it is very important for the notebooks to be checked every week.*

(Oğuzhan) *It was useful for our vocabulary knowledge. We learned many words, but if the teacher did not give marks, I would not keep it.*

(Kıvanç) *For example, I remember one of my English teachers telling us to write unknown words at the back of our notebooks, but as she never checked it I stopped writing them after two weeks. Everything must be under discipline. It is not enough to say that it is useful.*

Even though their teacher told them the importance of keeping vocabulary notebooks, and though they are aware of the fact that studying systematically is more than good for their learning vocabulary, they clearly state that they need an outside force before themselves to keep this tool. The two exceptions out of twenty students stated:

(Berkan) *I would keep it because our teacher told us that it is useful, but I must see my mistakes, so it must be checked. She may or may not give marks.*

(Mürşide) *I would keep it even if our teacher did not collect them on Fridays. I used to keep a notebook but I was only writing the synonyms, I did not know the adjective or adverb things.*

Productive Vocabulary Acquisition

Free vocabulary use compositions were employed to measure students' productive vocabulary use after keeping vocabulary notebooks. When they were asked whether they used the new words that they learned in their writings or in their speech, they talked about this free writing activity, and most of them showed positive attitudes as they used vocabulary notebook words productively, but the ones who could not use the words in their writings did not like this activity at all.

(Ali) *We wrote compositions, but I could not use the words that I wrote in my vocabulary notebook.*

(Didem) *We did free writing at the end of each week. It was very nice because there were no limitations or rules, such as topic sentences. I could use the new words that I learned in my compositions.*

(Murat) *My grammar is not good, but I tried to write and express myself in free writing. For example, I used the synonyms that I found for the target words which my teacher wrote on the board every week.*

(Berna) *For example, vocabulary notebooks were useful for our writing. Our compositions are embellished as our vocabulary knowledge develops.*

(Onur) *I can speak English, teacher. For example, I might have used these words subconsciously. I did not realize that I learned these words until you gave us the tests again.*

(Süleyman) *I could not use the words in my writing, so I did not like this activity. I wish I could use them.*

Receptive Vocabulary Acquisition

Five students talked about the effectiveness of the vocabulary notebooks on their receptive vocabulary knowledge. They generally underscored the point that they recognize the words that they entered in their notebooks when they come across them in a reading passage or in an online lesson.

(Murat) *It is very difficult to keep an English word in mind. I even forget the names of my friends, so you can guess how difficult I find it to keep the words in my mind. They are broken into pieces among themselves. For example, I sometimes remember the first two letters and then remember the rest of it.*

(Sinem) *I could not use the words while speaking, but I could understand the words while listening. For example, “bother” means “rahatsız etmek”. Our teacher used it, and I understood.*

(Kıvanç) *I can recognize the words when I see them. We learned many words.*

(Berkan) *As we always did something with the words, we acquired them subconsciously. When I see the words in a different context, I can easily recognize them.*

(Cihan) *I quickly put the word that I see into my memory. I quickly get its spelling and its pronunciation, but I don’t remember its meaning. From this aspect, vocabulary notebook is useful for me. Although there are many words that I can’t remember, there are also many that I have learned and I use.*

It is very difficult for the students to use the words that they have just learned productively. However, it is easier for them to recognize its written form and comprehend its meaning.

Students' Dislikes about Vocabulary Notebooks

When the students are asked about the things that they did not like about vocabulary notebooks, they did not come up with many major points except two students. They generally liked keeping vocabulary notebooks, but two students reported that they did not like manipulating word knowledge everyday by using dictionaries. Manipulation of word knowledge is the major vocabulary notebook activity that the notebook is based on, so two students' not liking this activity may mean that they truly dislike keeping vocabulary notebook even though they believe that it is useful.

(Murat) *There is nothing that I do not like about my vocabulary notebook.*

(Ali) *The only thing is writing. I, for my part, do not like writing. I believe that it is a good technique of learning because you learn subconsciously while writing.*

(Esra) *For example, as the teacher collected the notebooks on Fridays, I could not study and complete the missing information in the weekend, so neither my teacher nor I could benefit from it.*

(Berna) *The best of this four-week period is the word game, taboo; the thing that I did not like is looking up dictionaries every evening and writing the information in the notebook. For example, some of the words seem to be the synonyms of the words that I was looking for, but they have different meanings in sentences. Therefore, it was difficult to find synonyms.*

(Soner) *I hate looking up words in a dictionary, and writing word knowledge everyday.*

It is clear in group interviews that none of the students like using dictionaries, and the main reason is that they do not like studying; that is why they have found it very difficult to create their own dictionaries.

Positive Points that Students Focused about Vocabulary Notebooks

There are three different positive points focused on by the students during the group interviews even though the researcher did not ask such a question, such as using dictionaries better, learning more vocabulary words from one word, and raising interest in English.

As it is stated above, all of the students were required to use dictionaries while keeping vocabulary notebooks. Though they do not like looking up words in dictionaries, three students reported that they could use dictionaries better and find a word more quickly thanks to vocabulary notebooks.

(Mürside) *I can find an unknown word more quickly.*

(Murat) *My dictionary is like it is floating in my hand.*

(Zerrin) *I can use a dictionary better now.*

One of the students stated that she gave up using a bilingual dictionary and started to use her monolingual dictionary, and she added that she could infer meaning from context now.

(Sinem) *I started to use Longman, I used to use Password. I can understand English definitions now. I can infer meaning from the context.*

Additionally, four students stated that while keeping the notebooks they learned many words from only one vocabulary word. They were introduced to twenty words every week during the four-week period, but they said that they learned more than twenty words when they were looking up synonyms or antonyms for the target words.

(Didem) *Most of the words were synonyms or antonyms of each other. For example, we could find many words from one word and write them down.*

(Demet) *While we were studying one word, we learned many words at the same time, such as synonyms, antonyms, derivatives. It worked, actually, but it was a bit difficult, not much difficult, but...*

(Kıvanç) *Words are stuck in our minds. It is a good tool. We learned many words from one. Even while making sentences with the twenty words we looked up in our dictionaries, and we learned many words.*

(Berkan) *One word brought many with it.*

Thirdly, one of the twenty students reported that vocabulary notebooks raised his interest in English. He stated that he did not use to study regularly because he did not use to love English, but this learning tool made him study vocabulary words in particular, English in general. Therefore, he started to love English because he saw that he could do it if he studied.

Students' Ideas about Continuing Keeping Vocabulary Notebooks

When the students were asked whether they wanted to go on keeping their vocabulary notebooks, only five students, Mürşide, Sinem, Zerrin, Didem, Süleyman, answered the question positively. In general, all of the twenty students are aware of the fact that they did something useful for their learning English during this four-week period, but they found it difficult because they do not learn English willingly. They learn English because it is compulsory, so it affects their motivation and autonomy. These four students who said that they would continue keeping the notebooks are the ones who love learning English. However, the rest of the class reported that they wanted to take the easiest way out of a difficulty, and keeping vocabulary notebooks requires much responsibility and effort.

(Demet) *I know and I believe that it was very useful for me, and it would be better if I continue, but I will not.*

(Bahriye) *When I compare my notebook with my former notes, this is quite more beneficial for me, but it requires more studying. I think I will not continue. I will take the easier way out.*

(Kıvanç) *No teacher no. As we did not use to study regularly, we found it difficult for these four weeks to write word knowledge regularly in our notebooks. If we had started to keep this tool from the very beginning, it would be better. If we had got the discipline, we could keep on using our notebooks. Yet, teacher, we have other assignments and it is difficult for us to continue.*

Results of the One-to-One Interview with the Participant Instructor

After the group interviews with the students in the experimental group, the instructor of the students was interviewed one to one. This interview was held in English and it was tape recorded. In the interview she was asked about her ideas and feelings towards vocabulary notebooks (see Appendix H for a complete list of interview questions). There are four themes analyzed after the transcription of the interview from audiotape (see Appendix K for the complete transcript of the interview).

Receptive and Productive Vocabulary Acquisition

When the teacher was asked if she found vocabulary notebooks useful for students' vocabulary acquisition, she responded positively. She reported that in her institution the teachers had to follow an inflexible curriculum, and do what the syllabuses say. Actually, she said that they do much teaching and practice in each area of English except vocabulary. They could not do extra activities for vocabulary; just as the students stated in their interviews, she gave the crossword puzzle activity as an example for the most enjoyable activity for the students, and she added that she was able to dwell on vocabulary in her class thanks to vocabulary notebooks.

The teacher claimed that her students benefited from vocabulary notebooks a lot. Whether they love it or not, she said that their vocabulary storage developed and they were good at remembering vocabulary words.

They benefited a lot. They could remember the words as they studied on them a lot, and they could use them in sentences or in their speeches. For example, particularly in our Quartet lessons I realized that they could use the words productively. I am not talking about the speaking lesson. I am talking about the speaking activities that I did in my lesson. As the vocabulary notebook included the words in their main course, they did not have any difficulty in understanding the passages that consisted of the vocabulary notebook words. They could even use the synonyms they found for the target words.

The teacher was also asked about her impressions of the free vocabulary use compositions activity. She reported that some of the students could use the words that they wrote in their notebooks, but most of them got stuck with the rules of academic writing. They thought that their teacher of writing would see these compositions, so even though it was free writing they got stuck with the format. She stated that might be why they could not write comfortably, and concluded that the students tried their best.

In a similar vein, when she was talking about the effectiveness of vocabulary notebooks in helping students remember words, she started to talk about one of her students. She used this student to support that vocabulary notebooks are really useful for their vocabulary learning. She stated that he did not have a good grammar and vocabulary knowledge, but when she asked any of the words from their vocabulary notebook he could easily remember their meanings and answer her question. The teacher's impression was quite right because the same student said in the group interviews that he would go on keeping his vocabulary notebook as he found it really helpful for his vocabulary storage.

Learner Autonomy

The teacher responded negatively when she was asked whether the students would keep the vocabulary notebooks if she did not collect them on Fridays and give marks. The teacher knows her students very well; what they had said in the group interviews and what the teacher said matched very well. Vocabulary notebooks had

very little effect on learner autonomy in the context of this study although the literature supports the opposite.

In addition to that, when she was asked if there was a correlation between the students' good feelings for her and their keeping vocabulary notebooks, she hesitated. The teacher claimed that she talked to her students a lot, and she tried to tell the importance of this tool for improving their vocabulary. She reported that some of her students got this idea very well. Moreover, she said that there were ones who kept the notebooks for their own good, but she added she could not deny that there were some students who kept their vocabulary notebooks just because they loved her so much.

Disadvantages of Vocabulary Notebooks

The teacher reported that the only disadvantage is the fact that keeping vocabulary notebooks required much time. As she had to continue the regular syllabus, creating time for the vocabulary notebook was a bit of a problem for her.

...I had to create extra time for the vocabulary notebook. You must spend at least one hour on that. It may look like a ten-minute job, but it is not that easy. It may last for ten minutes, for example, if you hand the puzzle in the first ten minutes. Yet, I thought that doing the activity with the manipulation of the words would work better. Activities and the notebooks are complementary.

The Teacher's Ideas about Continuing Keeping Vocabulary Notebooks

The instructor was asked whether she would continue to have her students keep vocabulary notebooks. Her only concern was the syllabus, and the problem was the time problem.

I would like to continue, as I have told you before we can not spend much time on vocabulary because of our curriculum. I hope that my students would like to continue, too.

Conclusion

This chapter reported the analysis of the quantitative and qualitative data gathered through the instruments of the study. According to the data analysis, vocabulary notebooks are found to be effective in receptive and productive vocabulary acquisition. Additionally, both the teacher and the students show positive attitudes towards using vocabulary notebooks. However, unlike what is reported in the literature, vocabulary notebooks did not have a significant effect on learner autonomy in the context of this study. The following chapter will answer the research questions, discuss the findings, and present implications in the light of the results and the limitations of the study.

CHAPTER V: CONCLUSIONS

Introduction

The effects of vocabulary notebooks on receptive and productive vocabulary acquisition, and the attitudes of the students and their teacher towards the vocabulary notebooks were investigated in this study. The study was conducted in the Preparatory School of English at Zonguldak Karaelmas University with three groups of twenty pre-intermediate level students and three teachers of these classes. The students in the experimental group kept vocabulary notebooks during the four-week treatment period, and their teacher implemented a vocabulary notebook schedule that the researcher adapted from Schmitt and Schmitt (1995) and Ledbury (2006). The schedule also included some vocabulary notebook activities which had the students refer to their notebooks. On the other hand, the other two classes did not keep vocabulary notebooks, and followed the usual curriculum.

Receptive and controlled productive vocabulary tests were administered to all three groups three weeks before the actual study started. After the three weeks, the experimental group began the vocabulary notebook implementation. In each week of the four-week study all groups wrote free vocabulary use compositions in order to explore the effects of vocabulary notebooks on free productive vocabulary acquisition. At the end of the study, the same vocabulary tests were given to all groups again.

ANOVA and paired samples t-tests were used to analyze the results of the tests in the study. ANOVA tests allowed the differences among the three groups in the pre-tests and post-tests to be analyzed. A paired samples t-test was used to see the difference between the pre- and post-tests for each group separately. Finally, another

ANOVA test was performed to see whether differences in gain scores of the experimental group were significantly greater than the control groups. Moreover, the free vocabulary use compositions were analyzed by the researcher to investigate the frequency of target word use.

This chapter includes the general results and discussion, limitations, pedagogical implications of the study and suggestions for further research.

General Results and Discussion

This section will answer the research questions of this study and discuss the findings in the light of the relevant literature.

Research Question 1: Effect of Notebooks on Vocabulary Acquisition

This research question is answered by looking at the experimental and the control groups' performances on the receptive and controlled productive pre- and post-tests, and at the frequency of target word use in the weekly free vocabulary use compositions.

Receptive Vocabulary Acquisition

According to the results of the pre-receptive vocabulary tests, one of the control groups, control group A, had the highest mean values, and control group B had the lowest mean values. Even though all the three groups were chosen among the same level, there was found to be a significant difference in the scores of the students in this test between the experimental group and control group A, and between control group A and control group B. This was an unexpected result because the tests were piloted before the actual administration with two other classes at the same level, and those students could answer none of the vocabulary items correctly. Therefore, it was assumed that no difference would be found in the actual pre-tests. However, individual

differences apparently take a role in such a result of the study. Although they are in the same level, some students may progress more than the others during the education term.

In order to see whether there was a significant difference in the post-test results among the groups, an ANOVA was performed. It was found that the students in the experimental group achieved significantly higher scores in the post-receptive vocabulary test than the students in the control groups (in spite of the higher score of one of the control groups in the pre-test). This was an expected result because even in the interviews the students underscored that using vocabulary notebooks helped them recognize the words, which means that these tools are useful for receptive vocabulary learning.

In order to further explore the effect of the vocabulary notebooks, paired samples t-tests were conducted for each group, and according to the results of these tests there was found to be a significant difference between the pre-receptive and the post-receptive vocabulary test scores of the students in the experimental group, while the test scores of the control groups did not show any significant difference. This finding further supported the conclusion that the students in the experimental group quite benefited from using vocabulary notebooks for their receptive vocabulary acquisition.

Moreover, gain score differences among the groups in the receptive vocabulary tests were analyzed by performing an ANOVA test in order to further emphasize the improvements shown by the experimental group. The findings reveal that the experimental group has significantly higher gain scores ($M=13.500$) while the control group A's ($M=2.800$) and the control group B's ($M=0.850$) are very low. Even though

all of the students studied the same target words, the receptive vocabulary of only the students who kept vocabulary notebooks improved more than that of the control groups. In addition to that, the experimental group students' gain scores in the receptive vocabulary test are higher than their gain scores in the productive vocabulary test, and the number of the average words per student used in the free vocabulary use compositions is two. Laufer's (1998) results were also confirmed in this study. She studied advancement in passive, controlled active and free active vocabulary over one year of education. Just as in her study, it could be deduced here that passive vocabulary grows faster than active vocabulary.

Controlled Productive Vocabulary Acquisition

All of the three groups were nearly similar to each other as determined by the pre-productive vocabulary test; in other words, there was no significant difference among the groups. As stated above, the participant students were chosen from the same level of proficiency, and although they showed a difference among each other in the receptive vocabulary pre-test, there was no such difference in their controlled productive vocabulary knowledge.

The analysis of the ANOVA performed to see whether there was a difference among the groups in the post-productive vocabulary test indicated that the mean score of the experimental group was significantly higher than the mean scores of control group A and control group B. The students in the experimental group attained significantly greater success than the students in the control groups in the post-productive vocabulary test.

In respect to the pre- and post-productive vocabulary test results, when the paired samples t-test was conducted it was found that the increase in the scores of the

experimental group was significant, but control group A also showed a significant increase in the post-productive vocabulary test. The reason for this result could be that this groups' mean score in the pre-productive vocabulary test was very low, ($M=0.375$), and in the post-productive vocabulary test it was higher, ($M=1.475$). Therefore, though the students did not show a big success, the increase in the score was found to be significant in the paired samples t-test because of the very low mean in the pre-productive vocabulary test.

In order to find whether the students who kept vocabulary notebooks showed a significantly greater improvement in the productive vocabulary test, an ANOVA test was performed one more time among the groups on the gain scores. Just as in the receptive vocabulary tests, students in the experimental group were significantly more successful than the students in the control groups. As indicated above, in the paired samples t-test, control group A showed an improvement from pre-test to post-test because of the very low mean values in the pre-productive vocabulary test, but when the gain scores of the groups were analyzed among each other it is not surprising that the group using vocabulary notebooks showed a significantly greater improvement than the other two groups that did not keep any learning tools and followed the regular curriculum.

Free Productive Vocabulary Acquisition

When the free vocabulary use compositions were analyzed by the researcher, it was found that while the students in the experimental group used the target words in their compositions, the students in the control groups did not use them even though they were also exposed to the same vocabulary words. Every week, the number of the students who used the vocabulary notebook words productively increased, and on the

average, those students who used target words in their compositions used two words per composition. The students in the control groups worked on the L2 definitions and L1 translations of the target words and they made example sentences with these words, just like the students in the experimental group, but they did not refer to any learning tools or recycle these words. Therefore, the reason for this finding of the study could be that using vocabulary notebooks promoted the students' remembering the words, encouraged recycling of them, and allowed them to use these words productively.

When all of the data analysis is taken into consideration, it can be inferred that the experimental group benefited from the vocabulary notebook for their receptive, controlled productive and free productive vocabulary acquisition. In other words, using vocabulary notebooks affects students' vocabulary acquisition positively. This positive finding supports previous recommendations and findings in the literature about vocabulary learning. For instance, Ellis and He (1999) concluded in their study that in order to foster students' receptive and productive vocabulary acquisition, there must be interactive and productive tasks designed for them because only hearing the words does not help them acquire new vocabulary. Additionally, the findings of the study support the relevant literature since vocabulary notebooks are advocated to be effective for studying vocabulary in an organized and systematic way by many authors, such as Schmitt and Schmitt (1995), Nation (1990), Read (2000) and Lewis (2000), as they imply that vocabulary develops as long as words are learned methodically, in an organized procedure. Similarly, Sanaoui (1995) proposed two groups of learners, structured and unstructured, and he indicated that structured learners who study vocabulary in an organized way and review words that they record in lists and notebooks are more successful at learning vocabulary. In addition to that, Lewis (2000)

and Schmitt and Schmitt (1995) state when learners manipulate the recorded vocabulary notebook words and refer to their notebooks, retention of these words increases. Moreover, Lawson and Hogben (1996) claim that good vocabulary learners use many different strategies, and Fowle (2002) alleges that vocabulary notebooks promote students' multiple use of vocabulary learning strategies. Thus, the students in this study apparently engaged in "good vocabulary learner" behavior.

Vocabulary notebooks are believed to be useful for vocabulary acquisition, but as it was stated in the introduction part, there has not been an empirical study supporting this idea. This study contributed empirical support for the notion that vocabulary notebooks are beneficial both for the receptive and productive vocabulary acquisition of the EFL learners.

Research Question 2: Attitudes towards the Use of Vocabulary Notebooks

The participant students in the experimental group were interviewed in groups of four, and their teacher was interviewed one-to-one. While the interviews with the students were held in Turkish, the interview with the teacher was in English. This research question is answered by analyzing the responses of the teacher and the students during these interviews.

Students' Attitudes

All of the twenty participant students' attitudes were positive towards vocabulary notebooks when asked if they found using vocabulary notebooks beneficial or not. They found keeping vocabulary notebooks more systematic and disciplined when they compared this method with the ones that they previously used in order to study vocabulary. This finding was similar to that of Fowle (2002), as the participant students in his study expressed through the questionnaires that they found the

notebooks beneficial and helpful for remembering words. However, the students in this study all emphasized that they did not like studying a lot and found keeping vocabulary notebooks difficult as it required much time and effort. Similarly, even though all of them were aware of the fact that keeping vocabulary notebooks and doing activities related to them were useful for their English learning during the four-week process, some of them implied that they found the tool a burden because they were not learning English willingly. They said they were learning English because it was compulsory, and that, of course, affected their motivation and autonomy. In the same vein, the majority of the students reported that they would not continue to keep the vocabulary notebooks after the end of the study; they would choose the easiest way out.

In addition to these points which were raised generally by all of the students, different numbers of the students focused on different issues during the group interviews. For example, two students claimed that keeping vocabulary notebooks increased their responsibility towards studying English. Since they had to follow the four-week vocabulary notebook schedule, every day the students had to do something related to the target words of the week. Therefore, they learned to add information into their notebooks every day, but the teacher's marks might have influenced their behavior at that point. As their teacher collected the notebooks at the end of each week and checked whether the information they entered into their notebooks was correct or not, they might have been more conscientious about the tasks.

Moreover, one student stated that she had started to use a monolingual dictionary, giving up using a bilingual one as she was now able to understand the L2 definitions. Since in the vocabulary notebook schedule, the participant teacher

encouraged students to write example sentences with the target words of one week, do a vocabulary activity in which the students matched L2 definitions with the words, and write the L2 synonyms of the vocabulary notebook words, it is not an unexpected result that students would be better able to use the monolingual dictionaries and understand the L2 definitions of the vocabulary words. Furthermore, four students reported that they benefited from their personal dictionaries because while keeping the vocabulary notebooks they had to study different forms of the words, such as L2 synonyms, antonyms, or collocations, which enabled them to learn many words from one word. Although they were aware of this fact, they still found the useful work for their vocabulary learning too difficult to cope with.

Four students focused on the effectiveness of the vocabulary notebooks on their receptive vocabulary acquisition as they were able to recognize the vocabulary notebook words when they encountered them in their other courses, and ten students reported that vocabulary notebooks promoted their remembering the words. From the aspect of productive vocabulary acquisition, most of the students found the free vocabulary use compositions useful for their using the words productively, but some of them found it difficult to use the words productively. It is expected that even though they could not use the words that they entered in the vocabulary notebooks productively, they could recognize the meanings of them easily because they were exposed to these words many times during the week. Even while adding information of the week to the previous words they had to refer to the words they had already studied. Similarly, Schmitt and Schmitt (1995) stated in the literature that integrating the vocabulary notebooks with the vocabulary notebook activities exposes the students to the notebook words many times. The participant students also stated that they had to

scan the other words when they were looking up a word in their notebooks, so they could easily remember the words. In short, the majority of the students emphasized the point of remembering and recognizing the vocabulary notebook words. This result supports the relevant work of many authors, such as Nation (2001), Schmitt (2000) and Ellis (2002), who emphasize the importance of repetition in vocabulary learning. It is also stated that by developing activities that encourage written and oral repetition, teachers can have their students repeat the target words, or the students may repeat themselves.

Only one student indicated that he started to like studying vocabulary by keeping a vocabulary notebook. This small number is an expected result because, as it is stated above, most of the students are not intrinsically motivated to learn English. That is why they found keeping a vocabulary notebook and studying vocabulary difficult, as they find studying English difficult and see it as a burden, in general. However, it is good to have even one more student like studying vocabulary with the help of using vocabulary notebooks.

On the other hand, two students stated that they did not like the manipulation of word knowledge every day through using a notebook, when they were asked if there was anything they disliked about the vocabulary notebooks. It may mean that they completely disliked using the notebook, because the basic activity of the notebook is the manipulation of word knowledge. It is surprising that these two students also remarked that vocabulary notebooks were very effective for learning vocabulary and practicing the language. It seems that these students recognized the effectiveness of the activity, even though they did not enjoy it.

Even though in the literature it is stated that keeping vocabulary notebooks encourages learner autonomy, makes the learners independent of the teachers and enables them to evaluate their own learning progress, and be responsible for their own learning (Fowle, 2002; Schmitt & Schmitt, 1995; Sökmen, 1997), in the context of this study the results were completely different. The participant students in the study are still dependent on their teachers, and only two students said that they would keep the notebooks even if it was not collected and marked by the teacher, and one of them stated that the marks of the teacher were not very important for him as he wanted to learn for himself. The probable reason underlying this contradictory finding with the relevant literature is again the same: that the students are not motivated enough to learn a foreign language. They know that the notebook is useful, but they kept it just because they were asked to do so.

The Teacher's Attitudes

The attitude of the teacher of the students in the experimental group towards the vocabulary notebooks was generally positive when asked if she found using vocabulary notebooks useful or not. She stated that it was obvious that the students were quite good at remembering the vocabulary words, and their vocabulary knowledge improved with the help of keeping vocabulary notebooks. She added that there were some students who did not like the tool, but they learned anyway. This finding supports that of Fowle (2002), who found in his study that all of the participant teachers found vocabulary notebooks effective in students' vocabulary learning, and they agreed on the practice of encouraging learners to keep vocabulary notebooks.

However, the teacher stated that keeping vocabulary notebooks did not encourage learner autonomy in her class. Even though she believed that all of her

students understood the usefulness of keeping vocabulary notebooks since she explained and paid attention to that issue a lot, she said that some of the students kept these tools just because they liked her a lot, rather than for their own good.

Additionally, she said that most of her students would not continue to keep the notebooks if she stopped collecting them on Fridays and giving marks on them. The teacher's thinking reflects that of one of the three teachers in Fowle's (2002) study, in which one teacher (out of three) also believed that vocabulary notebooks were not good for making learners autonomous.

When the participant instructor was asked whether she would continue to have her students keep vocabulary notebooks, she said that the time was the big problem for her, because she had to follow the regular syllabus as well, and vocabulary notebooks required much time and effort, so she had to create time for it. The teacher's only problem with the vocabulary notebook implementation was the time issue, so it is possible that if the vocabulary notebook is integrated into the curriculum at the very beginning of the succeeding years, the vocabulary notebook implementation may not be a problem for the teachers.

Limitations

There are a number of limitations in this study. As there was limited time for carrying out this research, the implementation period lasted only for four weeks. It would be better if the time frame of the treatment period was longer. In addition to that, the treatment was carried out with only one proficiency level of the students, pre-intermediate, also because of the time limitation. The results would be more generalizable if the experiment was conducted with the lower and upper levels, as well.

Another limitation was that there was only one experimental group in the study, while there were two control groups, in an attempt to minimize the effect of the participant instructors in the results of the study. There could also be two experimental groups in order to reduce the effect of the teachers who were responsible for implementing the notebooks. The interviews with the students in the experimental group revealed that some students kept the notebook only because they liked their teacher. The feelings of the students might have less effect on the results if the study was carried out with more than one experimental group.

Another limitation of the study has to do with the weekly compositions. The teachers of the control groups should have encouraged the students more to write the free vocabulary use compositions at the end of each week because the compositions of the students in the control groups were very short; some of them wrote only a few sentences. They might have found more opportunities to use the target words if they had been more encouraged to write; alternatively the teachers could have told the students that they would give marks on these free vocabulary use compositions, in order to encourage the students to give more attention to the task.

Lastly, the main courses of the control groups could have been video-recorded to provide better support for the conclusion that the reason for the better scores of the students in the experimental group than the students in the control groups was only the vocabulary notebook implementation.

Implications

The results of this study suggest that vocabulary notebooks could be included in the curriculum of the institution and also, other universities in EFL and even in ESL settings could adapt this program after the consideration of the needs of the students

and expectations of the institutions, since they are found to be effective in students' vocabulary learning. Teachers may develop activities and tasks that encourage students to use and refer to their vocabulary notebooks, and integrate these materials into the syllabuses of the courses. The use of vocabulary notebooks should be included in all of the courses in which students come across foreign vocabulary words.

Vocabulary notebooks could be used by every age group of students. Even in the primary school, students should be introduced to the habit of keeping this kind of personal dictionary while learning vocabulary. Perhaps in the succeeding years of language learning, these students will be more autonomous language learners and more responsible for their own language learning. The learners could apply this gain into the other parts of their learning process. Then, they would be autonomous learners in all fields of learning.

Taking the limitations of the study into consideration, a similar research study should be conducted in a longer time frame and with more participant students from different levels and with more participant teachers.

Conclusion

This study investigated the effects of vocabulary notebooks on receptive and productive vocabulary acquisition and explored the attitudes of the participant teacher and students towards keeping these notebooks. The results showed that vocabulary notebooks were effective for vocabulary learning, though it was ineffective in increasing learners' autonomy; the students who kept vocabulary notebooks attained significantly higher scores in the receptive and productive vocabulary tests than the students who did not engage with this kind of learning tool. In addition to that, although all of the students were exposed to the same vocabulary words, while the

students who kept notebooks used the target words in their compositions, the students who followed the regular syllabus did not use these words productively. From the aspect of attitudes, both the students' and their teacher's responses were positive towards keeping vocabulary notebooks because they all believed that vocabulary notebooks were useful for their vocabulary learning, although it required time and effort. However, they apparently had no effect on increasing learner autonomy. To conclude, vocabulary notebooks appear to be valuable tools that help language learners in their vocabulary acquisition.

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APPENDIX A: A SAMPLE PAGE FROM THE MAIN COURSE BOOK

5. Europeans first **discovered** Komodo dragons in 1912. That was one of the greatest achievements of 20th century zoology.

A word that can replace **discovered** is

- created
- found

6. Read these sentences and then answer the question below.
- a. They are usually greyish brown, but their rough **hide** can also change colour with age.
 - b. **Hide** the sweets so the children won't see them.
In this sentence, **hide** is a verb.
 - c. Native Americans used animal **hides** to make clothing and build tents.
In this sentence, **hides** is a noun.

In sentence a above, what does **hide** mean?

- Colour
- Skin
- Personalities
- Behaviour

7. The Komodo dragon's saliva contains bacteria that can kill **prey** after only one bite. Even if the prey does not die immediately and manages to flee, it will usually die soon after from a bacterial infection caused by the bite.

What does the noun **prey** mean?

B Try to understand the meaning of the words that begin with **en-** in section i below. Then complete each sentence logically by filling in the number of a phrase in section ii.

i.

- a. My friend **encouraged** me to study piano again _
- b. It was an **enchanted** performance, _
- c. The police must **enforce** the laws more strictly, _
- d. We decided to **enlarge** our house _
- e. Karen was **enraged** _
- f. To **ensure** the safety of the workers, _
- g. With noise and air pollution all around us, we tried to **envisage** _

APPENDIX B: RECEPTIVE VOCABULARY TEST

Match the three definitions with three of the words given.

1. a) execution
b) prey
c) tribute
d) restraint
e) stare
f) civilization

_____	a society that is developed
_____	killing someone as a legal punishment
_____	something that you say to express your respect, or admiration for someone

2. a) contract
b) grumpy
c) grubby
d) habitat
e) foliage
f) gruel

_____	leaves of a plant
_____	dirty
_____	bad-tempered

3. a) enrich
b) ensure
c) envisage
d) enforce
e) enrage
f) enlarge

_____	make certain that something will happen properly
_____	make people obey a rule
_____	improve the quality of something

4. a) intact
b) urban
c) rural
d) serpent
e) subtract
f) spillage

_____	snake
_____	not broken
_____	accidental pouring of a liquid

5. a) coffin
b) contribution
c) souvenir
d) miracle
e) queue
f) crate

_____	happening of something unexpected
_____	activity that you do to help something be successful
_____	an object that you buy to remind you of a place you've visited

6. a) hardware
b) riddle
c) software
d) beetle
e) meadow
f) beware

_____	a kind of insect
_____	puzzle
_____	metal instruments

7. a) illusive
 b) legendary
 c) enchanting _____ bad and unkind
 d) exhausting _____ very famous and well-known
 e) tasty _____ false but seeming to be real
 f) nasty
8. a) vicious
 b) subscription
 c) gratify _____ say something suddenly
 d) exclaim _____ make someone interested
 e) intrigue _____ make someone happy
 f) unkempt
9. a) venture
 b) capture
 c) endure _____ succeed
 d) encounter _____ escape
 e) achieve _____ become involved in a new business activity
 f) flee
10. a) deteriorate
 b) errand
 c) snigger _____ signal to come closer
 d) beckon _____ write something quickly
 e) scribble _____ become worse
 f) exhilarate
11. a) itinerary
 b) trace
 c) disillusioned _____ a plan of places that you will visit on a journey
 d) depart _____ attractive and beautiful
 e) destination _____ a small sign that shows that someone or something
 f) stunning _____ was present
12. a) compromise
 b) embrace
 c) festive _____ a person who can't read or write
 d) irradiate _____ reach an agreement
 e) illiterate _____ looking bright
 f) inconsolable
13. a) embarrassment
 b) indignant
 c) impatient _____ a feeling of great surprise
 d) accurate _____ right
 e) magnificent _____ not wanting to wait
 f) amazement

14. a) performer
 b) upholsterer
 c) undertaker _____ happening at night
 d) nocturnal _____ someone who covers furniture
 e) handcuff _____ funeral director
 f) pickpockets
15. a) confirm
 b) counsel
 c) purchase _____ call someone to fight against you
 d) bet _____ move from one country to another
 e) challenge _____ advise
 f) emigrate
16. a) reticent
 b) occupy
 c) endanger _____ live in a place
 d) relocate _____ announce publicly
 e) retaliate _____ hit back
 f) herald
17. a) devise
 b) currency
 c) convince _____ keep asking someone to do something
 d) respond _____ look like
 e) resemble _____ make someone believe
 f) nag
18. a) nervously
 b) striking
 c) trophy _____ an award for success
 d) puberty _____ a success after a difficult struggle
 e) eventually _____ the stage when a person changes from a child to an adult
 f) triumph
19. a) predict
 b) stammer
 c) prescribe _____ speak with great difficulty
 d) disorder _____ make someone feel excited
 e) thrill _____ say something will happen before it happens
 f) stable
20. a) weep
 b) crease
 c) commute _____ travel to get to work
 d) deduce _____ make a line appear on cloth
 e) cuddle _____ cry
 f) rite

21. a) yawn
 b) chubby
 c) extravagant _____ something that is very good and beautiful
 d) skinny _____ a bit fat
 e) sublime _____ spending a lot of money
 f) innocent
22. a) hazardous
 b) hint
 c) grab _____ dangerous
 d) curfew _____ something one says without being direct
 e) funnel _____ very busy
 f) hectic
23. a) bland
 b) affection
 c) participate _____ feeling of pleasure when something is good
 d) apprehension _____ feeling of love
 e) appreciation _____ feeling of worry about the future
 f) approach
24. a) mate
 b) patch
 c) spear _____ a small area of something
 d) retain _____ travel with no purpose or direction
 e) roam _____ keep something
 f) reckless
25. a) correspondent
 b) contestant
 c) scar _____ mark on the skin
 d) intimidated _____ having strong feeling of love
 e) infatuated _____ reporter
 f) humiliated

APPENDIX C: PRODUCTIVE VOCABULARY TEST

Write an appropriate word in the blanks given.

1. We ran to the shelters in the tornado. I saw the black fu___l moving in the direction of our house.
2. Saddam's exe___ divided Iraq into two. While one part of the country appreciated his death, the other part started to bomb the country.
3. He is a baseball star. He has lots of tro___ on the shelves in his house.
4. You should add fertilizers to enr___ the soil, then you can plant anything you want such as apples, bananas, and peaches.
5. His father is an un_____, he arranges funerals.
6. Two men attacked Mr. Knight yesterday night, but they fl___ before anyone saw them.
7. Sue and Tim are very hardworking students. They ac___ very good exam results.
8. The mouse was an easy pr___ for the cat. Cats can easily catch mice.
9. There are more than ten million animal sp___s in the Amazon, most of which haven't been described by scientists yet.
10. This garden is an ench___ place with red roses, white daisies and blue lilacs all around.
11. The police enf___ the laws; in other words, they make people obey the rules.
12. You should read English books or newspapers in order to enl___ your vocabulary.
13. When she graduated from medical school, her life became more he___c and there was less time for holidays.

14. When Jack's girlfriend telephoned her ex-boyfriend, he got enr____, and left the house angrily.
15. He was so upset when he heard the death of his friend. He began to we____ silently.
16. I hate my roommate because she complains about everything. I envi____ a room without her.
17. They put the dead body in the co____ and carried him to the cemetery.
18. Police put han____ on the burglars before taking them to the police station.
19. My father is thinking of pur____ a bigger car because our car is too small for a family of six.
20. Richard bought a drawing of Eiffel Tower as a so____r for his friend when he went to Paris.
21. You shouldn't let your children r____m the streets, it is very dangerous here.
22. After a long trek, he sat down on a pa__h of grass and drank his energy drink.
23. I am sure your parrot will be much more content as soon as you find a m____e for her.
24. The beautiful girl looked st____g in her white dress. She was the most attractive girl in the ball.
25. After running two miles, he was very tired. It was ex____g for him.
26. He arrived late for his appointment, and it created a bad imp____ on the boss.
27. The pyramids are the only wonder that still re____n their original form.
28. The sculpture made a mag____t statue. Many people heard how wonderful it was and came to see it.

29. Bill wants to sell the house, but Tim does not. Neither is willing to com_____e.
30. We could not find a place to sit on the bus because there were many people in the qu____ at the bus stop.
31. The chef used many spices for the cake, and it was really ta__y. It was delicious.
32. The two lovers missed each other a lot. When they met at the station, they emb_____ without speaking.
33. The two sisters res_____ each other. They have the same color of hair and eyes.
34. He practiced for the race for many days, and he believed that he would win. However, when he lost it, he was disa_____.
35. The most emb_____ event for me was to fall on the floor in front of the people who were watching me.
36. I can't wear that skirt for the party because it has cre_____ on it, and I have no time to iron.
37. He became ind_____ when he found that his name was not on the list. He left the room angrily.
38. There are lots of lights in the house, brightening the hall, so it looks like a fes_____e palace.
39. The doctor pre_____ some vitamins for the child. She will have a check up after using the vitamins.
40. We enc_____ many celebrities in Los Angeles. We took photos of Mark Anthony and Ben Affleck.

41. Sally is ill____, she can't read or write.
42. The main course had very little taste. It was bl____.
43. Her voice was sub____; she sang beautifully and affected everybody deeply.
44. He applied for many jobs. Eve____, he got a job and moved to Birmingham.
45. Weather forecasts pre____ that tomorrow will be sunny, so we can have a picnic outside.
46. His calculations may not be acc____ because he is not good at mathematics.
We must check it once more.
47. Jack acts in the movies, and sings songs, but he is a better songwriter than a per____.
48. She listens to the music very loudly in the room, and I can't study here. The noise bot____ me a lot.
49. I saw her before the job interview. She smiled at me ner____y. It was clear that she was not relaxed.
50. Be careful about hanging around here, and keep hold of your purse because the square is full of pi____ts.

APPENDIX D: VOCABULARY NOTEBOOK WORDS AND TOPICS FOR
COMPOSITIONS

WEEK 1

Write a short story about a mysterious death

Vocabulary Notebook Words: execution, enrich, stare, civilization, flee, achieve, prey, enforce, enrage, ensure, restraint, tribute, venture, enlarge, capture, illusive, participate, envisage, crate, enchanting.

WEEK 2

Write about your favorite trip

Vocabulary Notebook Words: endure, coffin, legendary, depart, itinerary, destination, confirm, currency, purchase, souvenir, bet, challenge, devise, trace, convince, emigrate, construct, accurate, sublime, bother.

WEEK 3

Write about the kind of person you like and you hate

Vocabulary Notebook Words: stunning, exhausting, impression, magnificent, resemble, affection, amazement, appreciation, nasty, counsel, respond, ecstatic, thrill, disorder, approach, innocent, irritation, nag, queue yawn.

WEEK 4

Write a story about a girl/boy who wants to lose weight

Vocabulary Notebook Words: disillusioned, embarrassment, predict, impatient, apprehension, indignant, prescribe, encounter, tasty, overcook, miracle, stable, beverage, stammer, skinny, flattering, extravagant, chubby, bland, contribution.

APPENDIX E: VOCABULARY NOTEBOOK IMPLEMENTATION SCHEDULE

WEEK 1

Day 1

Introduce Ss to the idea of the vocabulary notebook as an important way of improving vocabulary.

Day 2

Introduce 20 target words.

Ss write L1 translations/L2 synonyms of 5 of them.

Ask Ss to add the information to their notebooks for the other 15 words in the same way.

Day 3

Ss write L2 antonyms of 5 of them.

Ask them to add the information for all of the target words.

Day 4

Ss write example sentences for 5 of the words.

Ask them write sentences for all of the words.

Day 5

Ss share their notebooks in pairs. They share the information they put in the notebooks.

Give some time for them to test each other on their notebook words.

Collect in the students' notebooks to check that the information they have written is correct. Some kind of marks will be given for completing their homework.

WEEK 2**Day 1**

Introduce 20 target words.

Show Ss how to find part of speech for 5 of the words.

Ask Ss to add the information to their notebooks for the other 15 words and for the 20 words of the last week in the same way.

Day 2

Ss write derivatives of 5 of the words.

Ask Ss to add the information to their notebooks for the other 15 words and for the 20 words of the last week in the same way.

Day 3

Ss write L1 translations/L2 synonyms of 5 of them.

Ask them to add the information for all of the target words.

Day 4

Ss do the puzzle on the words of the week which is prepared by the teacher.

Day 5

Ss share their notebooks in pairs. They share the information they put in the notebooks.

Give some time for them to test each other on their notebook words.

Collect in the students' notebooks to check that the information they have written is correct. Some kind of marks will be given for completing their homework.

WEEK 3**Day 1**

Introduce 20 target words.

Show Ss how to find collocations for 5 of the words.

Ask Ss to add the information to their notebooks for the other 15 words in the same way.

Day 2

Ss write derivatives of 5 of the words.

Ask Ss to add the information to their notebooks for the other 15 words in the same way.

Day 3

Ss write L1 translations/L2 synonyms of 5 of them.

Ask them to add the information for all of the target words.

Day 4

Ss play taboo on the words of the week. The taboo cards are prepared by the teacher.

Day 5

Ss share their notebooks in pairs. They share the information they put in the notebooks.

Give some time for them to test each other on their notebook words.

Collect in the students' notebooks to check that the information they have written is correct.

Some kind of marks will be given for completing their homework.

WEEK 4

Day 1

Introduce 20 target words.

Show Ss how to find collocations for 5 of the words.

Ask Ss to add the information to their notebooks for the other 15 words in the same way.

Day 2

Ss write derivatives of 5 of the words.

Ask Ss to add the information to their notebooks for the other 15 words in the same way.

Day 3

Ss write L1 translations/L2 synonyms of 5 of them.

Ask them to add the information for all of the target words.

Day 4

Ss match L2 definitions with the words of the week.

Day 5

Ss share their notebooks in pairs. They share the information they put in the notebooks.

Give some time for them to test each other on their notebook words.

Collect in the students' notebooks to check that the information they have written is correct.

Some kind of marks will be given for completing their homework.

APPENDIX F: MATCHING EXERCISE

Divide the class into four groups. Two of the groups will take exercise A, the other two will take exercise B. Ss will match the words with their definitions. They will check the answers with the group that has the same exercise. The fast finishers will win. As a following activity, groups will create a matching activity for the other group to use.

Exercise A

- | | | |
|-------------------------|-------|---|
| 1. disillusioned | _____ | to tell about something in advance on the basis of special knowledge |
| 2. embarrassment | _____ | disappointed because you have lost your belief that something is good |
| 3. predict | _____ | we can use this about food that has a good flavor |
| 4. impatient | _____ | to meet, especially unexpectedly |
| 5. apprehension | _____ | unable to tolerate delay or wait |
| 6. indignant | _____ | the shame that you feel when your guilt is made public |
| 7. prescribe | _____ | leaving food on the heat for too long |
| 8. encounter | _____ | fearful anticipation of the future |
| 9. tasty | _____ | angered at something |
| 10. overcook | _____ | to say what medicine a sick person should have |

Exercise B

- | | | |
|-------------------------|-------|---|
| 1. miracle | _____ | any liquid to drink |
| 2. stable | _____ | slightly fat, plump |
| 3. beverage | _____ | something that you do in order to help something be |
| 4. stammer | _____ | steady and not likely to change |
| 5. skinny | _____ | spending or costing a lot of money |
| 6. flattering | _____ | we can use this about food that has very little taste |
| 7. extravagant | _____ | we can use this for something that makes you look |
| 8. chubby | _____ | uttering words with pauses |
| 9. bland | _____ | very thin |
| 10. contribution | _____ | something very lucky that happens which you didn't expect to happen |

APPENDIX G: SAMPLE FREE VOCABULARY USE COMPOSITION

Hello to İstanbul

My last trip was exciting for me. My family and I devised our trip and we decided about destination. It will be an historical trip. We prepared our historical trip to İstanbul. Itinerary was amazing for us. Firstly, we went to the Ayasofya mosque and Yerebatan palace in İstanbul. I saw enchanted things in there and I took a lot of photographs. That evening, we went to Leander's Tower and we ate dinner in there. When I ate my dinner, I wandered Leander's story. Then, I asked my father about the story and my father explained this story to me. It was about a love story and it was legendary. After, we went to our hotel, but the trip was unforgettable for me and my family.

APPENDIX H: INTERVIEW QUESTIONS

Students' Questions

1. Do you like using vocabulary notebooks? Why? / Why not?
2. Do you think that keeping vocabulary notebooks is good for your learning and remembering words? Why? / Why not?
3. What do you like best about keeping vocabulary notebooks?
4. What don't you like about keeping vocabulary notebooks?
5. Would you continue to keep the notebook, even if your teacher didn't check it or give marks?

Teacher's Questions

1. How effective do you think that vocabulary notebooks have helped them learn vocabulary?
2. Do you think that students would keep notebooks if you did not give marks?
3. Do you have any other reflections on the use of vocabulary notebooks in the classroom? Will you continue having them keep notebooks?

APPENDIX I: SAMPLE LEARNER ORAL INTERVIEW

(Translated from Turkish)

1. Researcher: First of all, thank you for your participation, for all the work you have done.
2. Ali: It was useful for us teacher, we thank you for choosing us.
3. R: Could you please tell me about your English background? Where did you learn it, did you know English well when you came here?
4. Ali: I was taught English in the primary school and in the first grade of the high school, I have not studied in an English preparatory school. Here we have a compulsory and very loaded program. We did not come here willingly, nobody came here willingly. But teachers are trying to teach us English.
5. Didem: But there are many students who want to learn English. In this campus, there are many students who want to learn English very well and study a lot for it.
6. Murat: I was not really taught English in the primary and high school. They gave us homework but as they did not shower much attention unlike our teachers here, we were wishing the lesson to finish and go. I can say that I came here without any knowledge of English. Here I have learned what I know.
7. Ali: Neither in the high school nor in the primary school did we learn English well, and our vocabulary knowledge was not good and high
8. R: Could you tell me what you did not like about vocabulary notebooks?
9. Ali: The only thing is writing. I, for my part, do not like writing. I believe that it is a good technique of learning because you learn subconsciously while writing.
10. Murat: There is nothing that I do not like about my vocabulary notebook.

11. R: Why did you like it? Do you think that keeping vocabulary notebooks is good for your learning and remembering words?

12. Didem: We liked using notebooks because it was beneficial for our vocabulary learning. It made us study English. Every day when we went to the dormitory, we had to add some new information to the words of the week and make sentences with them. It made us responsible.

13. Ali: It showed us how to teach vocabulary from now on.

14. R: What could you say about the frequency of looking in a dictionary?

15. Didem: It increased.

16. Mürşide: I can find an unknown word more quickly.

17. Murat: My dictionary is like it is floating in my hand.

18. R: Would you continue to keep the notebook, even if your teacher didn't check it or give marks?

19. Ali: Teacher this was beneficial for us, but we would not keep it if our teacher did not collect them on Fridays.

20. Murat: Yes, I totally agree with him.

21. Didem: Me, too.

22. Mürşide: I do not agree. I would keep it if our teacher did not collect them on Fridays. I used to keep a notebook but I was only writing the synonyms, I did not know the adjective or adverb things.

23. Murat: Remembering these adjective or adverb forms are related to our repetition.

24. R: What do you think about the activities and tasks?

25. Didem: We always consulted our notebooks during the vocabulary notebook activities, so it was good for our remembering words. Activities reinforced our

learning these words. For example, in the crossword puzzle activity we looked in our notebooks when we couldn't find the meaning of the word in the sentence provided for us. The notebook was good for us.

26. Ali: I agree with my friend.

27. Mürşide: It became our own dictionaries.

28. Murat: It became a dictionary that we created according to our own styles.

29. Ali: For example, when we got stuck on a word and wanted to look it up in the notebook we had to scan all the other words in it. We could then say that we remember this word and that word, etc.

30. Didem: Most of the words were synonyms or antonyms of each other. For example, we could find many words from one word and write them down.

31. R: So, Ali you said that the only thing that you dislike about notebooks is writing.

32. Didem: I think writing is a part of learning.

33. Ali: I do not like writing. My department is mathematics.

34. Murat: It is very difficult to keep an English word in mind. I even forget the names of my friends, so you can guess how difficult I find it to keep the words in my mind. They are broken into pieces among themselves. For example, I sometimes remember the first two letters and then remember the rest of it.

35. Didem: It is good when we see it, our visual memory.

36. Murat: As my friend has pointed out, until we found the word that we were looking for we had to scan all the other words that we entered into the notebook.

37. Mürşide: There is nothing I dislike about my notebook.

38. R: Really?

39. Mürşide: I also like writing.

40. R: What do you think about compositions?

41. Ali: We wrote compositions, teacher, but I could not use the words that I wrote in my vocabulary notebook.

42. Didem: We did free writing at the end of each week. It was very nice because there were no limitations or rules, such as topic sentences. I could use the new words that I learned in my compositions.

43. Murat: My grammar is not good, but I tried to write and express myself in free writing. For example, I used the synonyms that I found for the target words which my teacher wrote on the board every week.

44. R: What do you like best about keeping vocabulary notebooks?

45. Ali: Puzzle

46. Didem: I liked doing free writing at the end of each week. I like reflecting my ideas on papers. I tried my best.

47. Murat: Puzzle

48. Mürside: I agree with him.

49. R: Thank you for sharing your ideas with me.

50. Murat: You are welcome teacher.

APPENDIX J: ÖĞRENCİLERLE YAPILAN MÜLAKAT ÖRNEĞİ

1. R: Öncelikle, katıldığınız için ve yaptığınız bütün çalışmalar için teşekkür ederim.
2. Ali: Yararlıydı hocam, bizi seçtiğiniz için biz asıl teşekkür ederiz.
3. R: İngilizce eğitiminizin geçmişinden bahsedebilir misiniz? İngilizceyi nerde öğrendiniz, buraya geldiğinizde İngilizceyi iyi biliyor muydunuz?
4. Ali: Ben İngilizceyi ilkokulda ve lise 1de gördüm. Daha önce İngilizce hazırlık okumadım. Burada zorunlu ve yoğun bir program var. Buraya istekli gelmedik, kimse istekli gelmedi. Ama hocalarımız bize İngilizce öğretmek için çabalıyorlar.
5. Didem: Ama İngilizce öğrenmek isteyen birçok öğrenci de var. Bu kampüste İngilizceyi iyi öğrenmek isteyen ve bunun için çok çalışan birçok öğrenci var.
6. Murat: Ben ilkokulda ve lisede doğru dürüst İngilizce görmedim. Ödev veriyorlardı fakat buradaki hocalarımız gibi çok üstünde durmuyorlardı, biz de sadece ders bitse de gitsek diye bakıyorduk. Buraya geldiğimde hiç İngilizce bilgim yoktu diyebilirim. Ne öğrendiysem burada öğrendim.
7. Ali: Ne lisede ne ilkokulda doğru dürüst İngilizce gördüm ve kelime bilgimiz de kötüydü ayrıca.
8. R: Kelime defterinde neyi sevmediniz söyler misiniz?
9. Ali: Sadece yazmak. Kendi adıma ben yazmayı sevmiyorum, ama biliyorum yani yazmak iyi bir öğrenme tekniği çünkü yazarken ister istemez öğreniyorsun.
10. Murat: Kelime defterimle ilgili hoşlanmadığım bir şey yok.
11. R: Neden sevdiniz? Kelime defteri tutmanın kelime öğrenmenize ve hatırlamanız için yararlı olduğunu düşünüyor musunuz?

12. Didem: Kelime defterini kullanmayı sevdik çünkü kelime öğrenmemizde yararlı oldu. Bizi İngilizce çalıştırdı. Her gün yurda gittiğimizde, haftanın kelimelerine yeni bilgi eklemek zorundaydık ve onlarla cümle kurmalıydık. Bize sorumluluk kattı.
13. Ali: Bundan sonra nasıl kelime çalışmamız gerektiğini gösterdi.
14. R: Sözlük kullanma sıklığınız hakkında ne söylemek istersiniz?
15. Didem: Arttı.
16. Mürşide: Bir kelimeyi daha çabuk bulabiliyorum.
17. Murat: Sözlük elimde akıyor gibi.
18. R: Öğretmeniniz kontrol etmese veya not vermese defteri tutmaya devam eder misiniz?
19. Ali: Hocam bu bizim için yararlıydı evet ama, cuma günleri hocamız toplamasa defteri tutmazdık.
20. Murat: Evet, ona tamamen katılıyorum.
21. Didem: Ben de.
22. Mürşide: Ben katılmıyorum. Cuma günleri hocamız toplamasa da ben tutardım. Ben zaten defter tutuyordum fakat ben sadece eş anlamlarını yazıyordum, sıfat formları, zarf formları gibi şeyleri bilmiyordum.
23. Murat: Sıfat ve zarf formlarını hatırlamamız tekrar etmemizle alakalı.
24. R: Aktiviteler ve yaptığınız çalışmalar hakkında ne düşünüyorsunuz?
25. Didem: Kelime aktiviteleriniz yaparken sürekli defterlerimize başvurduk, bu yüzden kelimeleri hatırlamamızda iyi oldu. Aktiviteler kelimeleri öğrenmemizi pekiştirdi. Mesela, bulmaca aktivitesinde bize verilen cümleden kelimenin anlamını çıkaramayınca defterimize baktık. Defter bizim için iyiydi hocam.
26. Ali: Arkadaşıma katılıyorum.

27. Mürşide: Bizim kendi sözlüğümü oldu.
28. Murat: Kendi tarzımıza göre yarattığımız bir sözlük oldu.
29. Ali: Mesela bir kelimeye takıldığımızda ve deftere bakmak istediğimizde diğer kelimeleri de gözden geçirmek zorunda kaldık. O zaman şu kelimeyi hatırlıyorum, bu kelimeyi hatırlıyorum falan dedik.
30. Didem: Birçok kelime birbirinin eş anlamlısı veya zıt anlamlısı. Mesela, bir kelimeden birçok kelime bulduk ve yazdık.
31. R: Yani, Ali diyorsun ki sadece yazma olayını sevmedin bu defterle ilgili.
32. Didem: Yazma öğrenmenin bir parçası.
33. Ali: Yazmayı sevmiyorum ben. Benim bölümüm matematik.
34. Murat: İngilizce bir kelimeyi akılda tutmak çok zor. Ben arkadaşlarımdan isimlerini bile unutuyorum, tahmin edebilirsiniz hocam kelimeleri aklımda tutmaya çalışırken ne kadar zorluk çekiyorum. Aralarında kopuyorlar. Mesela, bazen ilk iki harfi geliyor gerisi sonra geliyor.
35. Didem: Görsel hafıza olarak iyi oldu.
36. Murat: Arkadaşımdan dediği gibi, aradığımız kelimeyi buluncaya kadar deftere yazdığımız bütün diğer kelimeleri gözden geçirmek zorunda kaldık.
37. Mürşide: Hocam ya benim defterle ilgili hoşlanmadığım bir şey yok.
38. R: Gerçekten mi?
39. Mürşide: Yazmayı da seviyorum ben.
40. R: Kompozisyonlar hakkında ne düşünüyorsunuz?
41. Ali: Hocam kompozisyon yazdık ama ben deftere geçirdiğim kelimelerden kullanamadım mesela.

42. Didem: Her haftanın sonunda free writing (serbest yazma) yaptık. Çok güzeldi sınırlama yoktu kural yoktu topic sentence (konu cümlesi) falan gibi.

Kompozisyonlarda öğrendiğim yeni kelimeleri de kullandım hem ben.

43. Murat: Benim gramerim çok iyi değil, ama yazmaya ve kendimi ifade etmeye çalıştım. Mesela, hocamızın tahtaya yazdığı kelimeler için bulduğum synonymleri (eş anlamları) kullandım ben kompozisyonumda.

44. R: Defterle ilgili en çok sevdiğiniz nedir?

45. Ali: Puzzle (Bulmaca)

46. Didem: Ben en çok yaptığımız free writing (serbest yazma) olayını sevdim her hafta sonunda. Ben zaten düşüncelerimi kağıda aktarmaktan çok hoşlanırım. Elimden geleni yaptım.

47. Murat: Puzzle (Bulmaca)

48. Mürşide: I agree with him. (Katılıyorum)

49. R: düşüncelerinizi paylaştığınız için teşekkür ederim.

50. Murat: You are welcome, teacher. (Rica ederiz hocam)

APPENDIX K: SAMPLE TEACHER ORAL INTERVIEW

1. R: Thank you once again for your participation.
2. T: You are welcome.
3. R: Did you like using vocabulary notebooks in your classes? Why? Why not?
4. T: I believe that it is useful for vocabulary acquisition. Because of our loaded program we could not pay much attention to vocabulary learning, but with this notebook implementation we paid attention to it.
5. R: Do you really think that vocabulary notebooks are useful for students' remembering the words?
6. T: They benefited a lot. They could remember the words as they studied on them a lot, and they could use them in sentences or in their speeches. For example, particularly in our Quartet lessons I realized that they could use the words productively. I am not talking about the speaking lesson. I am talking about the speaking activities that I did in my lesson. As the vocabulary notebook included the words in their main course, they did not have any difficulty in understanding the passages that consisted of the vocabulary notebook words. They could even use the synonyms they found for the target words.
7. R: Did you find it difficult?
8. T: A little bit. The load is equally divided between the teacher and the students. They had to enter information every day, and I had to check 20 notebooks every week. But, it is not impossible to use it in the language classes because it is useful.